

# The Role of The Head of Madrasah in Increasing The Quality of Education at MIN 3 Jembrana Bali

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## ABSTRACT

The head of the Madrasah as the top management has the authority and responsibility to the school he leads. To improve the quality and quality of the Madrasah in achieving maximum results, the head of the Madrasah must be competent, especially in related fields. The urgency of this study is to improve the quality of education, researchers use a qualitative descriptive approach. Informants taken in this study are the head of the madrasah, teachers, and students. Data collection techniques using observation, interviews, and documentation. While data analysis is done systematically starting from data reduction, data presentation, and verification or closing. The final results obtained from this study include: First, the role of the head of the Madrasah in MIN 3 Jembrana includes: educators, managers, administrators, mentors, leaders, innovators, and motivators commonly abbreviated as EMASLIM. Second, the quality of education in MIN 3 Jembrana is very potential, proven MIN 3 Jembrana is very potential evidenced by the number of academic and non-academic achievements both at the provincial and national level so that it can get the title of pilot project Min achievements in Jembrana Regency, and Third, The Role of the head of Madrasah in improving the quality of, harmonious and balanced.



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## INTRODUCTION

Indonesia's education system faces key challenges such as equity, capacity, relevance, quality, and efficiency, highlighting the need for reform and innovation (Rahman, 2018; Ananda et al., 2023). These issues are common in developing nations, reflecting the complexity of modern education. Similarly, research by Ihaenaco on institutional quality, financial integration, and market capitalization in 16 Sub-Saharan African countries offers useful insights (Logli, 2016; Kowalczyk et al., 2019; Musariri et al., 2023). The study reveals that financial integration impacts economic growth differently depending on the performance indicators, such as real GDP, nominal GDP, and human capital development (HCD). Financial openness positively correlates with real GDP but negatively impacts nominal GDP and can hinder HCD in certain cases. Market capitalization also negatively affects real GDP and HCD while improving nominal GDP. The Institutional Quality Index (INSQI) supports long-term growth through real GDP and HCD but decreases performance when measured by nominal GDP (Ugwu, 2022; Iheanacho et al., 2023). The study underscores that institutional quality and financial integration can boost growth, but their effects vary by the chosen indicators. It also highlights the Error Correction Mechanism (ECM), showing economic resilience after external shocks (Lin & Park, 2023; Nica et al., 2023). For Indonesia, balancing reforms with global financial integration is crucial, as both factors strongly influence education and human capital outcomes.

For schools globally, shared decision-making and involving teachers in school management are linked to improved outcomes (Bush & Glover, 2012; Spillane, 1987; Tian et al., 2015). Distributed leadership (DL) impacts the attitudes of teachers and leaders, leading to better student learning outcomes (Malloy & Leithwood, 2017). Hargreaves and Shirley's (2012) international

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study suggests that schools are more successful when multiple stakeholders are involved. However, it is essential to explore how teachers, who already have heavy workloads, can be effectively integrated into leadership functions. Without understanding the evolving interactions between leaders, subordinates, and situations, effective distribution of leadership will be limited (Hargreaves & Shirley, 2012). Liu and Werblow's (2018) research highlights the importance of examining DL's nuances. While shared decision-making boosts teacher and principal satisfaction, challenges arise with certain tasks like budget allocation, which can lower teacher commitment and satisfaction. This suggests that some DL outcomes may be influenced by external factors, such as resource competition, rather than DL itself (Liu & Werblow, 2018).

Furthermore, according to Permadi and Arifin (2013) emphasize that quality education requires effective leadership and professional staff. The Head of the Madrasah plays a crucial role in achieving the institution's vision and mission. As a professional manager, the Head must perform duties efficiently to ensure quality education, which also depends on support from educational personnel (Permadi & Arifin, 2013). Komariah and Triatna argue that education is an investment in human capital, which should yield both financial and social benefits. Graduates are considered the outcomes of this investment, expected to benefit themselves, their families, and society (Komariah & Triatna, 1970). To improve education quality, Indonesia's government introduced National Education Standards under Regulation No. 19 of 2005. The regulation highlights that education must be interactive, inspirational, enjoyable, and challenging, fostering student initiative, creativity, and independence. Educators are also required to serve as role models. Additionally, the regulation outlines principles of equity, relevance, effectiveness, and efficiency as ongoing challenges in improving education quality.

The issuance of Law No. 20 Article 1 on the National Education System (Sisdiknas, 2007) emphasizes that education is a planned effort to create a learning environment where students develop their potential, including religious, personal, intellectual, and social skills. Law No. 20 of 2003 Article 3 states that national education aims to shape individuals who are faithful, knowledgeable, creative, independent, and responsible citizens. In this context, the head of a madrasah plays a key role in managing resources, especially teachers, to create a positive and productive work environment. The success of educational programs largely depends on the leadership and expertise of the madrasah head, who is responsible for organizing resources and guiding teachers to achieve educational goals. The madrasah head, as a professional leader, is central to ensuring the institution fulfills its educational objectives. Leadership can be understood in various ways, as it involves influencing people and the environment to achieve organizational goals, such as in madrasahs as modern, formal educational institutions. Supardi defines leadership as the ability to motivate, influence, guide, direct, advise, command, and even discipline, with the goal of ensuring that individuals work toward effective and efficient administration (Mulyasa, 2007). This concept highlights leadership's role in mobilizing people to achieve desired outcomes.

Mulyasa's perspective aligns with research by Hartinah et al. (2020), which shows that the principal's leadership and a positive work environment directly improve teacher performance. However, affiliate motivation has little impact on performance. Good teacher performance can thus be enhanced through effective leadership and a conducive work environment. Leadership, according to Danim (2004), involves influencing and coordinating individuals or groups to achieve organizational goals. In the context of madrasahs, the head must guide and motivate teachers with the right leadership style to achieve school objectives. Initial observations by researchers highlight a quality improvement strategy called EMASLIM (Educators, Managerial, Administrators, Supervisors, Leaders, Innovators, and Motivators) at Madrasah Ibtidaiyah Negeri (MIN) 3 Jembrana, Bali. This strategy is believed to enhance educational quality, prompting further research into the role of the Madrasah Head in improving education at MIN 3 Jembrana.

## RESEARCH METHODS

The method used in this study is a qualitative method with a descriptive analysis approach, which is a research method that produces descriptive data in the form of written or spoken words from people as objects of research and behavior that can be observed so in detail from a phenomenon that is happening. Studied (Sugiyono, 2021). The descriptive method is intended to describe or describe existing phenomena, both natural phenomena and human engineering (Sukmadinata, 2006). This research was conducted at MIN 3 Jembrana. While the research subjects referred to in this study are people who are resource persons in the research and can provide information related to the research to be carried out. In this study, the subjects taken were the head of the madrasah, the deputy head of the madrasah for curriculum, administrative staff, teachers, and students of MIN 3 Jembrana. Researchers choose subjects sequentially, that is after the initial subject is interviewed, it will continue to the next subject continuously until the data can be met as needed.

Qualitative data collection is carried out directly by researchers through observation, analysis and documentation review (Sarwono, 2006). Once the necessary information data is collected it is then analyzed to find the meaning of the findings. Data analysis is the process of organizing and sorting data into basic descriptive patterns, categories, and units so that themes and working hypotheses can be found that can be formulated as proposed by the data. Data analysis is a process and effort, systematically compiling interview transcripts, field notes and other materials that have been collected to increase one's understanding, so that the findings can be reported to other parties. Data processing and analysis techniques in this study are carried out through a classification or description process. At this stage the researcher describes what is seen, heard, felt, and asked. Researchers usually only know the cursory information obtained. Next is reduction, the researcher reduces all the information that has been obtained in the first stage to focus attention on a particular problem. Choose which data is interesting, important and useful, and new. Then the data is grouped into categories that have been determined in the focus of the study. In the next stage of Selection or Interpretation, at this stage the researcher describes the focus that has been set in more detail.

## RESULTS AND DISCUSSION

### Profile of MIN 3 Jembrana

MIN 3 Jembrana is an elementary level educational institution with Islamic characteristics in accordance with the needs of the cultural characteristics of the Malay Muslim community. Together with Muslim communities from other tribes, MIN 3 Jembrana appears as an educational institution that highlights Malay culture as its characteristic in an effort to help determine the educational needs of the younger generation, namely prioritizing education layered with Islamic religious education. MIN 3 Jembrana has an institutional vision of "Realizing MIN 3 Jembrana Students who are disciplined, accomplished, noble in developing quality human resources in the field of science and technology and IMTAQ" with the description of missions including a) Creating an Islamic and Conducive Learning Environment in Improving Learning Quality; b) Improve Understanding and Practice of Islamic Religious Teachings; c) Developing the spirit of excellence to students, teachers, and employees so that they are willing to move forward; d) Developing Information Communication Technology in Madrasah learning and administration; e) Increase the commitment of students, teachers, and employees to behave disciplined, caring, creative and innovative.

To realize the vision-mission of the MIN 3 Jembrana Institute has the objectives of the Institute including: a) Increasing the qualifications of graduate abilities which include knowledge, and attitudes; b) and skills by laying the basic order of intelligence, knowledge, personality, noble akhlak, and skills to live independently and follow further education; c) Increasing the implementation of the educational process in an interactive, inspiring, fun, challenging, motivating students to participate actively, and providing sufficient space for initiative, creativity, and independence by talents, interests, and physical and psychological development of learners; d) Increased planning of the learning process, implementation of the learning process, assessment of

learning outcomes, and supervision of the learning process for the implementation of an effective and efficient learning process; e) Increasing the quality and quantity of educators both academic qualifications and competencies as learning agents, physically and mentally healthy, and have the ability to realize educational goals with the fulfillment of pedagogic, personality, professional and social competencies; f) Improving the management of quality madrasahs with the implementation of school-based management shown by independence, partnership, participation, openness, and accountability; g) Increasing the effectiveness and efficiency of education costs both investment costs, operating costs, and personal costs; and h) Increasing the quality and quantity of learning facilities and infrastructure both intracurricular and extracurricular.

### **The Role of the Head of Madrasah in Improving the Quality of Education MIN 3 Jembrana**

To improve the quality of madrasahs, of course, is the participation of all madrasah residents in seriousness in improving quality. Behind it all, the head of the madrasah is the main factor that plays a role in improving the quality of the madrasah. The main function of the head of the madrasah is as a manager, thus the head of the madrasah facilitates and provides the widest possible opportunity for teachers to be able to carry out professional development activities through various educational and training activities, both carried out at school and outside school. In this case, based on the observations of the chief researcher MIN 3 Jembrana has done this. In improving the quality of education, the head of MIN 3 Jembrana places teachers in professional positions by conducting coaching for teachers through teacher performance evaluation meetings. There are several things done by the head of MIN 3 Jembrana in providing this coaching, including the following: 1) Educators for all elements of Madrasah Human Resources; 2) Managerial achievement of Madrasah's Vision-Mission and Goals; 4) Institutional Development Administrator; 5) Supervisor program for organizing learning activities; 6) Leadership; 7) Co-curriculum and Extra-curricular Prosalt Innovators and 8) Motivators through Providing awards for outstanding teachers and sanctions for undisciplined teachers.

As an educator for all Madrasah Human Resources, the head of the madrasah has made a program plan for the head of the madrasah as a complete educator who is able to be a mirror for every human being in the madrasah. The madrasah head program here focuses on the symbolic head of the madrasah as the main example in institutions, such as orderly program implementation, orderly attendance, orderly rules, and orderly administration. With this activity, it is expected to be able to provide education to all human resources to be able to behave professionally and in accordance with service standards. The standard of service for all elements in the madrasah should receive full attention from the head of the madrasah. This is intended to improve the managerial development of the head of the madrasah so that he can achieve the Vision, Mission, and Goals of the madrasah. As the main foundation in the development of madrasahs, the Vision and Mission that reflects the ideals of madrasahs are the main guides in determining policies.

In the implementation of achieving the vision, mission, and goals of the madrasah, the head of the madrasah has a program as the full holder of policy determination and administrator of institutional development. Development in this case relies on the fulfillment of madrasah financing standards and madrasah infrastructure. The participation of the deputy head of the madrasah can contribute to the achievement of the fulfillment of public services. One of the efforts to improve teacher performance by the head of the madrasah as a supervisor implements teacher discipline through (1) coaching, (2) supervision, and (3) discipline enforcement. It can be illustrated that the head of MIN 3 Jembrana is fostering teacher discipline through written and unwritten briefings as well as conducting supervision through daily pickets and taking action for those who violate it. About this issue, the head of the madrasah gave the concept that to enforce discipline we start with briefings and appeals both through meetings and through verbal and written reprimands and supervision of teachers who are late, especially on Mondays because of the flag ceremony.

In implementing the teaching program, the principal has conducted gradual, short-term, medium-term, and long-term supervision over the next five years with an emphasis on improving the quality of the learning process. The expected results of the supervision include the fulfillment of

the need for supervision facilities and ideas in developing the quality of the madrasah. Follow-up of the results of supervision is carried out by the head of the madrasah himself and to focus more on the implementation of follow-up activities, a schedule of activities is made. Follow-up activities are carried out in the madrasah office or the study room when the teacher to be guided is carrying out learning activities. Visits by teachers who are teaching in class in terms of following up or fostering teachers who are still experiencing difficulties in the learning process should inform the teacher concerned. The Head of the Madrasah revealed that if the results of the first supervision are good, then follow-up coaching is carried out in that semester and vice versa, if it is not good, the follow-up is corrected and continued with the second supervision.

The findings of the supervision of the head of MIN 3 Jembrana that need to be followed up include (a) Teacher difficulties in preparing learning tools, (b) Difficulties in carrying out learning activities with the latest learning models, (c) Difficulties in mastering difficult material, (d) Difficulties in creating creativity in student learning activities, (e) Difficulties in managing classes, (f) Difficulties in determine and use effective and efficient learning methods, and (g) Difficulty changing conventional teaching methods. This obstacle is a major factor facing principals in nurturing and guiding teachers. The achievement of the supervisor of the head of the madrasah as a leadership system that is able to make program planning plans so as to allow the activities to be carried out to run well, so as to achieve good results as well. Programming is a part of the management process that has significance. The madrasah head program that was prepared includes a program to foster teacher responsibility in carrying out their duties, which is related to the preparation of learning programs, the implementation of the learning process and the evaluation of learning outcomes.

In following up on the results of the evaluation as a supervisor, the head of the madrasah as an Innovator of the Co-Curriculum and Extra Curriculum Program compiles a work program plan that leads to the development of the learning curriculum by the Direction of the Director General of Pendis and integrating regional local wisdom. Planning co-curriculum development programs to achieve superior student achievement in all scientific fields. Meanwhile, in midwives, the extra curriculum leads to the results of absorbing voices and suggestions from committees, parents, and even stakeholders through local wisdom. This has an impact on the program that is structured to make the madrasah a pilot madrasah in the district with various kinds of achievements both academic and non-academic. Then the provision of motivation is one of the factors that determine the success of the principal in leading his madrasa. The educational unit is a social system, which consists of individuals who have different characteristics and are interconnected (serve) each other. In such conditions, the principal's motivation is needed to support the growth and development of the school organization. The head of the madrasah provides opportunities for teachers to attend training to improve professionalism. In addition, adequate learning facilities and infrastructure are also provided so that the learning process can take place comfortably.

The application of discipline can be enforced through rewards and punishments. Rewards and punishments are two ways of motivating a person to do good and improve his performance. Both of these methods have long been known in the world of work. Not only in the world of work but in the world of education these two things are also often used. But there is always a difference of opinion, which takes precedence between reward and punishment. The head of the madrasah gives awards to teachers who excel not financially, but the awards are motivational, and grateful, and the highest is promotion. For teachers who lack discipline, we call and provide special coaching.

The efforts made by the head of the madrasah are exemplary coaching, coaching, developing creativity from educators and education staff. The implementation of the rules and code of conduct of madrasah residents, the three madrassas strive to create an atmosphere, climate and environment conducive to efficient learning. In relation to discipline and our responsibility is guided by the Regulation of the Director General of Islamic Education No. 1 of 2013 concerning the discipline of teacher attendance in the madrasah environment. The headmaster in an effort to improve teacher performance is assisted by the vice principal for curriculum and teachers who work at MGMP. The



principal always performs his function to improve the creativity of teacher performance. This allows teachers to be more free and open to new things and can provide opportunities to be more responsible for assigned tasks.

### **Discussion Of Findings**

As the leadership of the head of a madrasah is carried out by means of deliberation with the aim of providing input, this deliberation is in the nature of informing subordinates by providing motivation to subordinates, which is the policy of the head of the madrasah. In addition, he is also wise in making decisions and then solving a problem and responsible in his leadership. In the case of meetings the head of the madrasah is quite respectful of the opinions of its members, prioritizes the public interest, is not selfish and tolerant of each other.

Based on the researchers' observations, the head of the madrasah has effectively demonstrated a strong leadership role, fostering a positive and inclusive working environment. The leadership style of the madrasah head promotes unity among the teaching staff, administrative personnel, and other staff members, without creating hierarchical barriers (Rosidah et al., 2020; Carvajal et al., 2023). This approach has resulted in a sense of belonging and collaboration within the institution. While maintaining professionalism during teaching and learning activities, the head of the madrasah ensures that duties are performed seriously and efficiently. However, during breaks in the teachers' lounge, there is an atmosphere of warmth and camaraderie, with frequent joking and light-hearted interactions between the head and the entire teaching and administrative staff. This balance between professionalism and familiarity creates a supportive and pleasant working environment (Nurulloh et al., 2020; Sari et al., 2023; Khoirudin et al., 2023). Additionally, the head of the madrasah has a friendly and approachable demeanor with the students, fostering a sense of connection. Despite this friendliness, the head retains authority and respect in the eyes of both the students and the staff. This leadership approach allows for both strong relationships and the maintenance of discipline and order within the institution, contributing to a healthy educational atmosphere where both teachers and students can thrive (Vinokur et al., 2023; Tang, 2023).

The leadership of the head of the madrasah is characterized by a proactive and hands-on approach to managing various aspects of the school. Regular checks on attendance ensure punctuality and accountability among both teachers and staff, while weekly visits to the school premises allow the head to directly observe the school's condition and operations. The head also diligently monitors the daily picket book, incoming files, and administrative tasks, delegating responsibilities where necessary to ensure efficiency. Additionally, the head supervises the janitorial staff and inspects the cleanliness of classrooms, reinforcing the importance of maintaining a conducive learning environment (Hasanah et al., 2023). Critical documents such as report cards and picket books are routinely signed by the head to validate their authenticity. Furthermore, the head consistently reviews the monthly expenditure plans and employee-related budgets to ensure effective financial management. Through this structured leadership approach, the head of the madrasah fosters a well-organized, disciplined, and productive school environment, where both administrative and educational functions are carried out smoothly (Zaini & Syafaruddin, 2020; Akbar & Permana, 2022).

In carrying out his leadership, the head of the madrasah at MIN 3 Jembrana has effectively fulfilled his duties and responsibilities, ensuring that the institution's goals are achieved and a positive working environment is maintained. The head of the madrasah adopts a democratic leadership style, allowing for a collaborative and inclusive approach in managing the school. This leadership style has successfully created a conducive and pleasant work atmosphere, where teachers and staff feel involved and supported. As a result, MIN 3 Jembrana has earned accreditation with the principle of *Insanul Lil Alamin*, which reflects a commitment to fostering positive relationships with people, the environment, and the broader community. In terms of curriculum planning, the head of the madrasah works closely with stakeholders to organize meetings and discussions aimed at preparing the school's curriculum for the upcoming academic year. Teachers are provided with the necessary teaching tools, such as syllabi and lesson plans, which are carefully prepared at the

beginning of each school year. This thorough preparation ensures that teachers are well-equipped to deliver high-quality instruction to students. Furthermore, the head of the madrasah and their deputies consistently guide and support the teachers in their readiness, ensuring that they maintain high standards of teaching. This ongoing support from leadership fosters an environment where teachers can perform at their best, ultimately contributing to the overall success of the madrasah (Suryani, 2022; Iqbal et al., 2023).

The head of the madrasah plays a pivotal role in implementing leadership by actively executing the programs that have been carefully planned and prepared. This requires the head of the madrasah to work optimally to fulfill their role as a leader, ensuring that the quality of education within the madrasah aligns with national education standards. One key aspect of this leadership is the systematic planning process, where the head of the madrasah organizes a semester activity plan through deliberation and collaboration. This strategic planning process ensures that the activities and programs for each semester are well-coordinated and aligned with the broader goals of the institution (Higginbotham & Church, 2012; Jasti et al., 2019). The head of the madrasah acts not only as a manager but also as an educator and motivator, fulfilling multiple roles to ensure the successful execution of the madrasah's vision and mission. As a manager, the head oversees the implementation of the madrasah's strategic goals, ensuring that all programs are carried out effectively and efficiently. This involves coordinating various components of the institution, from academic planning to administrative tasks, to ensure that everything runs smoothly and according to plan.

In the role of a motivator, the head of the madrasah works to inspire and energize both teachers and staff. This motivation is essential for fostering a collaborative work environment where all members of the madrasah are engaged in working towards common educational goals (Law et al., 2019; Kibtiyah, 2022). By providing encouragement, recognition, and support, the head helps create a positive atmosphere that drives individuals to perform at their best. Together, these roles—manager, educator, and motivator—demonstrate the head's comprehensive approach to leadership. The head of the madrasah ensures that all programs and initiatives are carried out by all members of the madrasah in a detailed, coordinated manner. This collective effort not only enhances the operational effectiveness of the institution but also ensures that the madrasah continues to progress and meet the expected standards of national education quality. Through this integrated leadership approach, the head of the madrasah ensures that the institution operates smoothly, with all stakeholders working together towards achieving the madrasah's educational objectives.

In the efforts to improve the quality of education at MIN 3 Jembrana, the head of the madrasah focuses on providing both innovation and motivation to the teaching staff, administration, and students. As an innovator, the head of the madrasah introduces new work programs that not only address the internal needs of the institution but also connect with the community. This innovation covers a broad range of activities aimed at enhancing both academic and non-academic aspects of the madrasah, ensuring that the institution remains dynamic and responsive to changes and challenges in education. The head of the madrasah also plays a key role as a motivator, fostering a positive environment by shaping the working atmosphere and establishing clear expectations around discipline and performance. This involves creating a supportive and encouraging environment where teachers and students feel motivated to perform at their best. The head achieves this by actively promoting discipline among teachers, administrative staff, and students, which is seen as a cornerstone for achieving educational excellence. Discipline ensures that everyone is focused, committed, and consistent in their responsibilities, creating an organized and effective learning environment (Skaalvik & Skaalvik, 2017; Gimbert et al., 2023).

Moreover, the head provides motivation through recognition, encouragement, and appreciation of the efforts made by staff and students. Acknowledging achievements and offering positive reinforcement helps build morale and encourages continuous improvement. The head of the madrasah also ensures that adequate learning facilities are in place to support the teaching and learning process. By enhancing infrastructure and providing the necessary tools and resources, the

head enables teachers to conduct lessons effectively and students to engage fully in their learning. In addition, continuous improvements in facilities and infrastructure are seen as essential to fostering a conducive learning environment (Ender et al., 2018; Whitford & Emerson, 2019). By upgrading classrooms, providing necessary materials, and ensuring that the school is equipped with the tools needed for modern education, the head of the madrasah creates an atmosphere where students can thrive and teachers can teach more effectively. This comprehensive approach to leadership—blending innovation, motivation, discipline, and facility improvements—ensures that the quality of education at MIN 3 Jembrana continues to progress, meeting and exceeding national standards.

Based on the description of the activities of the head of the madrasah above, it can be concluded that the role of the head of the madrasah in improving the quality of education is as follows: a) The head of the madrasah as an educator who has the ability to guide teachers, employees, students and staff; b) As a manager who has the ability to compile programs, organize personnel organizations, drive the performance of each teacher, staff and employees, and optimize madrasah resources; c) As a leader who has a strong personality, understands the condition of his subordinates well, has a vision and understands the vision of the school, able to make decisions and communicate; d) As an innovator who is able to find/find new ideas for school renewal; e) As a motivator who is able to manage the work environment both physical and non-physical, and able to apply the principle of reward and punishment; f) As an administrator, managing the administration of teaching and learning activities and counseling guidance as well as managing student administration, personnel and finance; g) As a supervisor who compiles the supervision program, implements the supervision program and uses the results of supervision.

The findings of the above study are supported that state the consideration of different demands of the more traditional role of the principal, where each principal can determine for himself or herself effective teaching, determining whether a teacher is successful in the classroom. Instead, these new demands pressure principals to accept district-wide conceptualizations of successful teaching, to understand and evaluate teaching in ways never asked before, and to view teaching in more complex ways. They require principals to develop a completely different set of skills, much more focused on instructional: observing teaching in short chunks, assessing effectiveness on a detailed scale, understanding how to talk to teachers about their performance, and knowing what to do with the observational data they have. gather. This is nothing but a dramatic change in what principals have to do in their daily practice (Burhanudin, 2017; Kim et al., 2019).

Based on the data obtained by the head of the madrasah in carrying out his role and function as a leader, he has made several plans and strategies to realize the mission and vision to be achieved for the progress of the madrasah, namely: a) Prepare seven work standards for the head of the madrasah program, the agenda of the head of the madrasah, the work schedule of the head of the madrasah, the annual work program, the schedule of madrasah activities, carry out the functions and duties as a manager of the madrasah, carry out the competence of the head of the madrasah and compile the performance program of the head of the madrasah by the components, aspects, and indicators to be achieved; b) The head of the madrasah makes a long-term work program plan for curriculum, student affairs, public relations, management, and organizational and management programs.

Every program that is run and has been made as much as possible, of course, there are always obstacles that must be faced. Likewise, in MIN 3 Jembrana, there are several obstacles faced in the implementation of the program being run. The inhibiting factors are as follows: a) Financial constraints, existing finances are still prioritized to pay teacher salaries, classroom repairs, ATK shopping, cellphone repairs, and others; b) The funds received are only from the BOS fund because students who attend school here are not asked for tuition fees at all because the people here are on average from the middle to lower economy. Thus the policy was made so that many people were interested in studying here; c) The implementation of the curriculum can be said to be quite good, but not perfect because several factors influence it, especially since this madrasah is located in the



village or the countryside so that children's learning motivation is less than students who are outside, so the level of seriousness is lower.

Of all the efforts of educational institutions that have been carried out above are actually a systemic series in encouraging the improvement of the quality of educators or teachers themselves, everything to be achieved from these goals actually has a very important and dominant meaning. The role of the head of the madrasah. In this case, what MIN 3 Jembrana has done in an effort to encourage the improvement of teacher quality in the institution, a very dominant effort is made by a Madrasah Head. Based on the research findings, the role of the head of this madrasah is by research conducted by Neumerski, et al (2018) in their research entitled "Restructuring Instructional Leadership" found various implications in the principal's leadership system. The suggestion from the most important research states that the new types of major instructional leadership emerging across the six systems are centered on section-level instructional rubrics. These rubrics are not simply tools used for teacher observation and evaluation but represent a substantial change in the way principals are mandated to interact with instruction. The teacher's observation policy requires principals to understand teaching in new ways, not only through extensive graffiti but in small-sized components, and to distinguish between different competencies in those components. In addition, the headmaster must study and agree to the standardized definition of high-quality teaching in the section (Abdulrahaman et al., 2020).

Of the many efforts that have been made by the head of the madrasah to improve the quality of teachers in his madrasah, it is not spared from the influential aspects that in his journey become important, namely the supporting and inhibiting aspects to carry out his role as the head of the madrasah to improve the quality of teachers in the madrasah. Supporting factors are strengths and opportunities that can be obtained and obtained from elements of strength that exist inside and outside the madrasah itself to carry out and carry out the objectives of the madrasah institution derived from the vision and mission that has been set. Was. The opportunities obtained are none other than the opportunities that come and are obtained by the madrasah to strive for the realization of goals and make institutions progress and develop. While the obstacle in question is a condition that can cause the implementation to be disrupted and not carried out properly.

The efforts that will be made by the head of the madrasah to improve the quality of his educational institution in general and the quality of teachers, in particular, cannot be done alone or can be effective without synergistic cooperation with several other stakeholders who are aligned and synergistic. Any efforts will be in vain if there is no good support from all parties. The success achieved is due to good cooperation from all parties, both the Office of the Ministry of Religious Affairs, as well as the institution itself and all teachers who are an important part of efforts to improve the quality of these teachers, so that the goals achieved can be put to good use and have an impact on the overall improvement of the institution. education itself. Leadership success is closely related to increasing student achievement, therefore it is supported by human resources in the madrasah which is an important element in an educational organization (Mariana, 2021; Mastur et al., 2022). If the teacher is qualified, it will produce quality students as well, as well as the madrasah manager. If the performance of each madrasah manager is optimal, then activities and implementation in the madrasah will run effectively. Therefore, for teachers and every madrasah manager to be enthusiastic about working and continue to improve their performance, the madrasah assesses a reward in the form of salary increases through various levels.

Three main requirements must be considered in the development of education to contribute to improving the quality of human resources, especially in improving student achievement in madrasah, namely modern facilities and infrastructure, quality books, and professional teachers and education staff. To realize the policy mentioned above, the madrasah needs to carry out quality improvement management. This is by the following government regulations: a) Review, is a process that requires all components of the school to work together with various related parties such as parents and professionals to evaluate the effectiveness of school policies, programs, and their implementation, as well as the quality of graduates; b) Benchmarking, is an activity to set standards,

both processes and results to be achieved within a certain period. For practical purposes, these standards are reflected in existing reality; c) Quality Assurance, which is process-oriented. That is, this concept contains a guarantee that the running processes are carried out by established standards and procedures; d) Quality Control, is a system to detect deviations in output quality that is not in accordance with standards. This concept is output-oriented to ascertain whether the output conforms to the standard.

Thus, the quality of education in a madrasah will not improve if there is no development and change made by the head of the madrasah as the leader. Therefore, the head of the madrasah in carrying out his leadership role must always strive to provide changes in a more advanced direction by carrying out quality improvement management. In practice, the head of the madrasa always involves the madrasa residents so that both feel that the madrasa belongs to them together. Thus, the leadership carried out by the head of MIN 3 Jembrana is included in the type of democratic leadership where the head of the madrasah always consults with the entire council of teachers, staff and administration in determining every decision to be taken.

## **CONCLUSIONS**

The leadership at MIN 3 Jembrana is characterized by a democratic approach, where the head of the madrasah consults with teachers, staff, and administration in decision-making. The school has met the 8 National Education Standards, demonstrated by its A accreditation and status as a Pilot Madrasah. The head of the madrasah plays multiple roles in improving education quality, including being an educator, manager, leader, innovator, motivator, administrator, and supervisor, all aligned with the EMASLIM Standards. However, the study's limitation lies in its qualitative nature, with findings being subjective to the specific research location. Broader research across varied loci is needed to provide more comprehensive insights and contribute to the development of education in Indonesia.

The study highlights the importance of democratic leadership in madrasahs, emphasizing consultation and collaboration in decision-making. The head of the madrasah's ability to fulfill roles such as educator, manager, leader, and innovator aligns with the EMASLIM framework and deepens the understanding of comprehensive leadership in education. The findings suggest that effective school leadership involves active engagement with staff and students, enhancing teacher motivation and school performance while meeting national education standards. Practically, the study guides madrasah leaders to adopt a balanced leadership style and encourages further research across different institutions to refine educational leadership strategies.

For future research, it is recommended to explore different leadership models beyond the democratic approach to compare their effectiveness in various educational settings. Expanding the study to madrasahs in diverse regions would provide a broader understanding of leadership's impact and contextual challenges. Longitudinal studies could track how leadership evolves over time and its long-term effects on school outcomes. Additionally, future research could focus on the direct influence of leadership on student achievement and well-being. Lastly, examining innovative leadership practices in response to emerging technologies and changing educational environments would offer insights for adapting to future challenges.

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