

MADRASAH PRINCIPAL PLANNING IN REALIZING THE QUALITY OF EDUCATION AT MADRASAH ALIYAH YASTI SEKURA, SAMBAS REGENCY

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Abstract

Madrasahs as Islamic educational institutions have a strategic role in improving the quality of education through effective planning. In Madrasah Aliyah YASTI Sekura, the planning of the madrasah principal is a crucial factor in determining the success of education, but there are still challenges in its implementation and evaluation. Studies related to the role of madrasah principals in education quality planning are still limited, so more in-depth research is needed to understand effective strategies in the madrasah context. This study uses a qualitative approach with interview, observation and documentation methods to reveal the planning process, the factors that influence it and its impact on the quality of education. The results show that the madrasah principal plays a strategic role in developing the vision, mission and goals of the madrasah through SWOT analysis as the first step of effective planning. Implementation that involves various parties and periodic evaluation of the programs implemented has proven to be able to significantly improve the quality of education. In addition, the success of this planning depends on the competence of the madrasah head in managerial aspects and optimal resource management. The implications of this study emphasize the importance of strengthening the competence of madrasah principals in strategic leadership aspects to create a sustainable education management model that can be applied in other madrasahs.

Keywords: *Madrasah Principal Planning, Quality Of Education, Madrasah*

A. Introduction

Planning includes activities to determine what is to be achieved, how to achieve it, how long, how many people are needed and how much it will cost. This planning is made before an action is carried out. Banghart and Trull as quoted by Syaiful Sagala (2010) stated "Educational planning as first of all a rational process" (Educational planning is basically a rational process) According to him, educational planning is the beginning of rational processes, and contains an optimistic nature based on the belief that it will be able to overcome various kinds of problems. Educational planning is an activity related to efforts to formulate educational programs that contain everything that will be implemented,

determining educational goals, educational policies, directions to be taken in educational activities, procedures, and methods to be followed in efforts to achieve educational goals. In educational planning according to Hikmat (2014) there are usually the following determinations: 1) Forms or types of educational activities to be implemented. 2) Procedures for implementing educational activities. 3) Policies that are used as the basis for educational activities. 4) Directions and goals to be achieved in education. 5) Personnel who implement educational plans. 6) Time of implementation of educational activity plans. 7) Budget required for educational activities.

According to Hadi & Djailani (2014), educational planning is the task of a manager who is generally played by a supervisor to determine the choice of various alternative educational activities, policies concerning education, procedures, and educational programs that will be implemented. Educational planning can be defined as the entire process of estimating and determining carefully the things that will be done in education for the future in order to achieve predetermined educational goals. Educational planning discusses curriculum design. Determining the schedule of learning activities, determining teaching staff, creating team teaching, formulating and creating learning event units, learning strategies. Evaluation patterns, meetings, and various other activities that are carefully planned. Substantially, Fathurrochman (2019) states that educational planning contains three basic things, namely: (1) educational goals; (2) calculation or consideration of educational policies; (3) implementation of educational plans.

Every educational plan that is formulated is based on previously stated goals. The implementation of the education plan is aimed at clear targets or does not deviate from the educational objectives that have been set by the National Education System Law. According to Marno and Triyo Supriyatno (2008) "Planning contains the following main ideas: (a) planning is always oriented to the future, meaning that planning tries to predict the form and nature of the future desired by the organization based on past and present situations and conditions, (b) planning is something that is deliberately born and not by chance, as a previous exploration, (c) planning requires action, both by individuals and organizations that implement it, and (d) planning must be meaningful, meaning that with planning the efforts that will be made in order to achieve previously set goals become more effective and efficient"

Educational planning provides many benefits for educational institutions, including, 1) The determination of the objectives of educational institutions as a benchmark for educational planning in accordance with the level and distance of

educational implementation, 2) The existence of efforts to lay the foundation for policies and operational steps of educational institutions that still refer to the principles of effectiveness and efficiency of work in the field of education; 3) There is a measurement of the ability for work effectiveness and efficiency by considering the results that have been obtained previously; 4) There is certainty of actions that are relevant to the objectives that have been set based on educational guidance or supervision; 5) There is hope for progress in education, especially those that are felt to be beneficial by education users; 6) There are planned results with clear standardization; 7) There is supervision of the assessment of the results achieved in educational activities.

Bush & Glover (2014) stated that Making decisions is a component of planning, which is selecting options from a range of available options in order to accomplish objectives. The term "resources" refers to time, money, materials, and human resources. (1) Problem identification, (2) Problem formulation, (3) Goal setting, (4) Alternative identification, (5) Alternative selection, and (6) Alternative cooperation are the stages of planning that we are aware of. There are various categories into which educational planning can be separated based on: (1) time span, (2) magnitude, (3) approach, and (4) actors. In planning, what must be considered first is what to do and who will do it. So planning here means choosing a set of activities and further deciding what to do, when, how, and by whom. Education plays a significant part in developing top-notch human resources. One of the main indicators of educational success is the quality of education produced by educational institutions. Madrasahs as part of the national education system have a great responsibility in producing a generation that not only has intellectual intelligence, but also has noble morals in accordance with Islamic values. In this context, the role of the madrasah principal is very crucial as a leader who is responsible for the management and administration of educational institutions (Hoy & Miskel, 2013).

Madrasah Aliyah YASTI Sekura is one of the Islamic educational institutions that is committed to realizing the quality of education. However, the challenges faced by this madrasah are quite complex, such as limited human resources, inadequate facilities, and the level of community participation that needs to be improved. Therefore, strategic planning is needed from the madrasah principal to answer these challenges and realize the quality of education in accordance with national standards. Madrasah principal planning is a very important aspect because it is the first step in determining the direction of madrasah development policies and strategies. Madrasah principals are required to have good managerial

competence, the ability to formulate a vision and mission, and the ability to empower all components of the madrasah, including teachers, students, and the surrounding community. In addition, careful planning must also pay attention to aspects of the curriculum, teacher development, management of facilities and infrastructure, and relations with external parties.

This study was conducted to examine how the madrasah principal plans at Madrasah Aliyah YASTI Sekura in realizing the quality of education. This study is expected to provide a comprehensive picture of the planning process carried out by the madrasah principal, the factors that influence the planning, and its impact on improving the quality of education in the madrasah. Thus, this study is not only practically relevant to help Madrasah Aliyah YASTI Sekura in improving the quality of education, but also academically can be a reference for subsequent studies related to educational management and the role of the madrasah principal.

B. Method

This research uses a qualitative approach with an explanatory descriptive research type. The purpose of researchers using a qualitative approach is to provide more intensive and detailed attention to the case so that it can show the completeness of the life cycle of the case, and the overall interaction of factors in the case under study. In accordance with this approach and type of research, it is hoped that empirical findings can be described in more detail and more clearly, especially regarding matters relating to Principal Planning in Realizing Educational Quality at YASTI Sekura Islamic High School. The approach used is an interdisciplinary approach and does not focus on one approach alone, but by using other approaches, namely: 1) Pedagogical approach; approaching the problem by using educational theories and educational management. 2) Management approach; namely by analyzing the principal's leadership factors from the managerial aspect; 3) Religious approach; prioritizing Islamic values as a value foundation in solving the problem under study. In this study, researchers used three methods commonly used in qualitative research in general, namely observation, interviews, and documentation. This data analysis uses triangulation, data reduction and conclusion.

C. Finding and Discussion

1. Finding

The principal as a leader in a Madrasah is not easy in realizing the quality of education in the Madrasah he leads. The principal of the Madrasah takes a policy by empowering human resources in the Madrasah to take part in training and

assessments of educators in the Madrasah. However, in the current information era, educational institutions have experienced challenges after challenges according to their times, for example education quality (Masruri, 2019). In order to realize the quality of education, the Madrasah principal's planning is essential to developing a clear vision, coming up with workable plans, and efficiently allocating resources. The Madrasah's principal might intend to raise the standard of education by implementing the following actions according to Lunenburg & Ornstein (2012):

- a. **Situation Analysis:** The principal of the Madrasah needs to conduct an in-depth analysis of the situation and conditions of the Madrasah, including the strengths, weaknesses, opportunities, and threats that exist. This involves evaluating student performance, teaching quality, resource management, and the learning environment.
- b. **Vision and Mission Development:** Based on the situation analysis, the principal needs to develop a clear and inspiring vision and mission for the school. This vision should motivate staff, students, and parents to work towards a common goal of improving the quality of education. **Setting Goals and Targets:** After formulating the vision and mission, the principal needs to set specific, measurable, achievable, relevant, and time-bound goals and targets to achieve the vision. These goals may include improving student learning outcomes, improving the quality of teaching, or increasing parental involvement.
- c. **Strategic Planning:** The principal needs to design a clear strategy and action plan to achieve the goals and targets that have been set. This involves identifying specific programs or activities that need to be implemented, allocating resources, and assigning responsibilities to staff.
- d. **Resource Management:** The principal is responsible for managing the human, financial, and physical resources of the school efficiently and effectively. This involves appropriate budget allocation, staff development, facility maintenance, and optimal utilization of available resources.
- e. **Monitoring and Evaluation:** The principal needs to monitor and evaluate the implementation of the strategic plan and the achievement of goals. This involves monitoring progress, identifying obstacles or challenges, and taking corrective action if necessary.
- f. **Stakeholder Involvement:** The principal also needs to involve stakeholders in the school, including staff, students, parents, and the community, in the planning and implementation process. This can be done through regular meetings, discussion forums, or participation in committees or working groups.

The principal of the madrasah in realizing the quality of education in the madrasah by means of operational management in a structured and efficient manner towards the components related to the madrasah so as to produce added value to these components. The planning steps taken by the principal of the madrasah are conducting supervision and training (Wibowo & Subhan, 2020). Success in realizing the quality of education cannot be separated from the role of the principal with other educational elements, so the design of the vision, mission and curriculum through meetings by inviting related parties, choosing the right method to educate students so that they become quality students, planning student activity (attendance), planning school regulations (discipline), planning work dedication, planning supporting facilities and infrastructure to raise the standard of instruction. In line with the aspirations and objectives of education itself, the principle will plan with other educational stakeholders to improve the quality of education. Planning, then, can be defined as the entire process of carefully considering and deciding what will be done in the future to accomplish predefined goals. From the explanation of the Head of Madrasah above, it can be emphasized that the objectives of madrasahs vary depending on the context, culture, and educational approach applied. In general, according to Purwanti (2016), the objectives of madrasahs include several important aspects, including: 1) Religious Education: One of the main objectives of madrasahs is to provide religious education to students so that they have a strong understanding of Islamic teachings. This includes learning the Quran, hadith, aqidah (belief), fiqh (Islamic law), Islamic history, and ethics. 2) Academic Education: In addition to religious education, madrasahs also provide academic education in subjects such as mathematics, science, language, and social studies. This goal helps students gain holistic and diverse knowledge to support their overall development. 3) Character Education: Madrasahs aim to shape students' character in accordance with Islamic values, such as honesty, justice, patience, and empathy.

This character education is carried out through direct learning of Islamic teachings and through daily practices in the madrasah environment. 4) Skills: Madrasah also aims to develop practical skills that students will need in their daily lives and future. These include critical thinking, communication, collaboration, and creativity skills, as well as practical skills such as writing, public speaking, and time management. 5) Moral and Ethical Education: Madrasah is committed to teaching students Islamic moral and ethical values so that they become responsible, empathetic, and caring individuals towards their community and the environment. 6) Leadership Development: Madrasah also aims to develop

students' leadership so that they can become effective leaders and contribute positively to society. This is done through leadership training, opportunities to lead projects, and development of managerial skills. 7) Preparation for Life in this World and the Hereafter: Finally, madrasah aims to prepare students for success in this world and the hereafter. This includes providing the knowledge and skills needed to achieve material and spiritual success, as well as preparation for the hereafter through good deeds and worship to Allah SWT.

Evidence of planning that can be found in madrasahs are as follows: 1) Madrasah Development Plan (RPJM): This document usually details the vision, mission, goals, and long-term development strategies of the madrasah. The RPJM includes situation analysis, formulation of goals, strategies and policies, and follow-up plans to achieve these goals; 2) Annual Work Plan: The madrasah principal usually plans activities and initiatives to be carried out during one academic year in the RKT document. This includes plans for teaching and learning activities, teacher training, curriculum development, resource management, and extracurricular activities; 3) School Activity Program (PKS): This document details the programs and activities to be implemented by the madrasah in one academic year. This program can include academic learning, character building, religious activities, and extracurricular activities; 4) Learning Implementation Plan (RPP): RPP is a document prepared by teachers to plan classroom learning. However, the madrasah principal can also be involved in preparing general guidelines or directions for preparing RPP that are in line with the madrasah's vision and mission; 5) Supervision and Coaching Activities:

The principal can supervise and coach teachers to ensure that the implementation of learning is in accordance with the established standards. Records of supervision results and follow-up actions taken are evidence of the principal's efforts to improve the quality of teaching; 6) Professional Development Activities: Documents and records of professional development activities for teachers, staff, and the principal themselves are also evidence of planning to improve the competence and quality of human resources in the madrasah; 7) Project Program History: Real evidence of planning is the results of programs and projects that have been implemented by the madrasah. This includes student learning outcomes, improved teacher performance, improved facilities, and achievement of the madrasah's strategic goals. In addition to written documents, evidence of planning can also be found in the principal's real actions in facilitating, supervising, and supporting the implementation of these plans. Based on observations made by the researcher, the principal really directed teachers to carry

out the tasks determined by the principal. A madrasah principal as top management in his madrasah has the task of making plans, both in the field of learning programs and curriculum, personnel, students, finances and madrasah equipment needed both now and in the future. The madrasah principal can plan training and professional development programs that are in accordance with the needs of the madrasah's human resources. This can be in the form of direct training, workshops, seminars, or online courses organized by internal or external parties. The madrasah principal needs to ensure that there are sufficient resources to support the implementation of the training program, including the budget, facilities, and training materials needed. In addition to formal training programs, the madrasah principal can also plan coaching and development activities for teachers and staff who need additional assistance in developing their skills. After the implementation of the training program, the madrasah principal needs to conduct an evaluation to evaluate the effectiveness of the program and get feedback from training participants. This will help in determining steps for improvement in the future. The madrasah principal can provide awards and recognition to teachers and staff who have succeeded in developing their skills or achieving certain goals in professional development. Thus the madrasah principal.

2. Discussion

According to Usman (2013) planning is essentially a decision-making process on a variety of possibilities about targets and techniques that will be implemented in the future in order to achieve the intended goals and monitoring and assessment of the results of its execution, which are carried out consistently and continually. Planning concerns actions and decisions that must be taken that will be followed by the people below. Before the decision is taken, a thorough plan must first be prepared by analyzing or submitting a proposal first. Planning is related to what will be done, how it will be done, when to do it, and who will do it (Rozi & Warsah, 2020).

The principal as a school leader has an obligation in planning school goals and school development, this is also explained by Sallis (2014), namely the principal is given the task and responsibility of managing the school, collecting, utilizing and mobilizing all school potential optimally to achieve goals. In The madrasah head always consults the Vice Principal (wakasek), the School Security Patrol (PKS), and subject teacher representatives while creating a program, whether it be short-term or long-term, to get their input and help. The PKS in the curriculum field assists the madrasah head in creating a policy. The madrasah committee is also active in drafting policies pertaining to students and budget

control received by the madrasah. The madrasah committee's regular presence in the madrasah and discussions with the head of the madrasah and other teachers demonstrate the committee's active role in managing the madrasah. Additionally, in the Minister of National Education's Regulation Number 13 of 2007, there is a dimension of the principal's managerial competence with 16 competencies. Of the 16 competencies, the management task in the planning field is 1 competency, namely preparing school/madrasah planning for various levels of planning.

The planning carried out by the Principal of Madrasah Aliyah Yasti Sekura is in line with the results of research conducted by Safitri (2018) explaining that the steps taken by the Principal at SDN 4 Margadadi in improving the management of educational quality can be done in several ways, including:

a. Formulating a vision for student academic progress

The findings of this study's observations show that the principle has developed a quantifiable and clear vision for his leadership, which both academic and non-academic staff members understand and what has to be done to support it. The vision for student academic progress must describe clear and inspiring expectations about the achievements to be achieved in terms of education. The following is an example of a vision for student academic progress

b. Creating a school atmosphere that is very rich in education and learning

A decent and conducive school atmosphere is the key to making education and learning activities better. This condition is created in various ways, including compiling strict and straightforward rules for teachers, educators and students. In addition, the principal provides a guarantee of security and comfort for teachers and educators so that they can focus on working and completing their respective responsibilities. Creating a school atmosphere that is rich in education and learning is essential in developing an optimal learning environment. One way to achieve this is by providing a variety of resources that support learning, such as a well-stocked library with textbooks, references, and literature, as well as modern laboratory facilities for scientific experiments and research. In addition, supporting a diverse curriculum and extracurricular activities involving the arts, sports, and practical skills can also create a diverse and rich learning experience. Ensuring access to modern technology and innovative teaching is also key to creating a school atmosphere that is rich in education and learning.

c. Instilling leadership attitudes towards all academic and non-academic staff

Leadership attitudes are given through the provision of good examples and role models from the principal to all academic and non-academic staff with the hope that the performance of all elements in the school will be maximized. Leadership attitudes that have been transmitted to the staff are also expected to be

transmitted to students, which can also be a character building for them. Instilling leadership attitudes to all academic and non-academic staff is an important effort in building a collaborative, proactive, and self-development-oriented work culture. School leaders should be living examples of the desired leadership attitudes. They should demonstrate integrity, dedication and concern for collective success, inspiring other staff.

Steps that can be taken to achieve leadership attitudes include providing training and professional development specifically aimed at developing leadership skills for all staff. This training can cover time management, effective communication, decision-making and problem-solving. Giving staff responsibilities that are appropriate to their abilities and interests, and giving them autonomy in making decisions in their areas. This fosters a sense of ownership and motivation to take initiative. Encourage teamwork and collaboration between academic and non-academic staff through cross-departmental projects or working committees. This allows staff to learn from each other, appreciate each other's contributions and expand their professional networks.

Listening to staff's opinions and ideas and giving them opportunities to contribute to decisions that affect the work environment and learning processes creates a sense of ownership and increases staff engagement. Recognizing and appreciating staff contributions regularly. This can be done through awards, public recognition or personal thanks. This recognition reinforces a sense of being valued and increases motivation to perform better. Develop a mentoring and coaching program where staff with good experience and leadership skills can mentor and support other staff in their career development.

d. Improving learning

Improving learning is carried out by the principal through various efforts that have been made such as: discussion activities between subject teachers, training and workshops related to learning models and media, adding learning media infrastructure and also compiling a plus curriculum owned by the madrasah. Improving learning is the main goal of every education system. An effective education process is not only about providing information to students, but also about encouraging them to understand, apply, and integrate the knowledge and skills they learn into their lives. There are several ways to improve learning: 1) understanding student needs, Each student has a different learning style and unique needs. It is important for educators to understand the individual needs of students and design learning that suits their learning styles and interests: 2) implementing interactive teaching methods, such as group discussions, role plays, and problem-based projects, can increase student engagement and facilitate active

and in-depth learning; 3) providing constructive feedback, clear, specific, and constructive feedback helps students understand their strengths and weaknesses and gives them direction for improvement. Teachers can provide regular feedback through formative assessments and one-on-one discussions; 4) providing freedom in learning, Giving students the freedom to explore their own interests and talents in the context of learning can increase their motivation and engagement; 5) involving parents and the community, Collaboration between schools, parents, and the community as a whole can create an environment that supports student learning and development inside and outside the classroom. By implementing these strategies, educators can create a learning environment that stimulates, challenges, and empowers students to reach their full potential.

e. Overseeing all academic and non-academic employees to streamline the academic and non-academic service process and hasten advancement.

The madrasah's leader has a say in the planning process strategic role in identifying the needs of the madrasah, setting program priorities, and allocating resources effectively. The head of Madrasah Aliyah YASTI Sekura, as an educational leader, must be able to formulate a strategic plan that covers various important aspects such as improving teacher competence, strengthening Islamic-based curriculum, and developing facilities and infrastructure that support the learning process.

One of the main steps in planning is conducting an analysis of the circumstance. An assessment of the madrasah's SWOT (strengths, weaknesses, opportunities, and threats) is part of this examination. In light of this analysis's findings, the madrasah principal can formulate realistic and measurable strategic objectives. In addition, planning must involve the active participation of all related parties, including teachers, students, and the madrasah committee, so that a sense of ownership and shared commitment is created in realizing the quality of education (Yukl, 2013). The implementation of the planning that has been prepared also requires strict supervision and periodic evaluation. The madrasah principal must ensure that each planned program runs according to the targets that have been set. In addition, innovation in learning methods, use of technology, and management of relationships with the community and external parties are important factors in improving the quality of education at Madrasah Aliyah YASTI Sekura. This discussion shows that the planning of the madrasah principal is not just an administrative activity, but also a strategic step that influences the success of education as a whole. With careful planning and consistent implementation, Madrasah Aliyah YASTI Sekura can continue to improve the quality of its education and become a model for other madrasahs at the local and national levels.

E. Conclusion

The study on the Principal's Planning in Realizing the Quality of Education at YASTI Sekura Madrasah Aliyah concludes, based on the data presentation, research findings, and discussion, that the Principal's planning is in accordance with the Regulation of the Minister of National Education Number 13 of 2007, there are dimensions of the principal's managerial competence with 16 competencies. Of the 16 competencies, the management task in the field of planning is 1 competency, namely compiling school/madrasah planning for various levels of planning. The planning that has been carried out by the Principal of YASTI Sekura Madrasah Aliyah includes compiling a vision and mission for academic progress, compiling strategies and policies, identifying and preparing resources, compiling student management, compiling a school budget plan.

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