

Enhancing the Quality of Islamic Education in Madrasah Aliyah in Indonesia: The Integral Role of Leadership and Quality Management

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ABSTRACT

Improving the quality of education in madrassas is very important in responding to contemporary challenges and national education policies. This study aims to analyze the role of madrasah principal leaders in transforming the quality of education in Madrasah Aliyah Negeri Tegal City. Using a systematic review approach, this study synthesizes academic literature and empirical findings, combined with field observations and in-depth interviews. The results of the study show that madrasah leadership significantly affects the planning, organization, implementation, and evaluation of the quality of education. Supporting factors such as leadership commitment and policies enable accelerating quality transformation, while challenges such as resource constraints and resistance to change serve as major barriers. The strategies implemented include a participatory approach, ongoing training, and effective communication with stakeholders. This study contributes to the development of transformative leadership models based on Islamic values and sustainable quality management in madrasah environments. These findings conclude that madrasah principals act as agents of change who are able to navigate organizational challenges through visionary and collaborative leadership.

ABSTRAK

Peningkatan kualitas pendidikan di madrasah menjadi sangat penting dalam menanggapi tantangan kontemporer dan kebijakan pendidikan nasional. Penelitian ini bertujuan untuk menganalisis peran pimpinan kepala sekolah madrasah dalam mentransformasi kualitas pendidikan di Madrasah Aliyah Negeri Kota Tegal. Menggunakan pendekatan tinjauan sistematis, penelitian ini mensintesis literatur akademik dan temuan empiris, dikombinasikan dengan pengamatan lapangan dan wawancara mendalam. Hasil penelitian menunjukkan bahwa kepemimpinan madrasah secara signifikan mempengaruhi perencanaan, pengorganisasian, pelaksanaan, dan evaluasi kualitas pendidikan. Faktor-faktor pendukung seperti komitmen kepemimpinan dan kebijakan yang memungkinkan mempercepat transformasi kualitas, sementara tantangan seperti keterbatasan sumber daya dan resistensi terhadap perubahan berfungsi sebagai hambatan utama. Strategi yang diterapkan meliputi pendekatan partisipatif, pelatihan berkelanjutan, dan komunikasi yang efektif dengan pemangku kepentingan. Studi ini berkontribusi pada pengembangan model kepemimpinan transformatif yang didasarkan pada nilai-nilai Islam dan manajemen mutu yang berkelanjutan di lingkungan madrasah. Temuan ini menyimpulkan bahwa kepala sekolah madrasah bertindak sebagai agen perubahan yang mampu menavigasi tantangan organisasi melalui kepemimpinan visioner dan kolaboratif.

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A. INTRODUCTION

The quality of education is a very important aspect in forming a competent and competitive generation at the global level.¹ Madrasah Aliyah Negeri as a religious secondary education institution has a strategic role in efforts to transform the quality of education in Indonesia.² As a research location for Madrasah Aliyah Tegal City, it is a coastal area of Central Java with unique characteristics in the education sector. Based on data from *Sistem Informasi Geografis (SIG) Madrasah* (Geographic Information System Madrasah), there are 20 public and private aliyah madrasahs³ that serve student populations with diverse socio-economic backgrounds. As many as 35% of students come from fishing families and small traders, which affects the availability of educational resources. The geographical condition of the city located on the Pantura route also creates its own dynamics in the management of madrasahs, where the interaction of urban and traditional cultures also affects educational practices.

Madrasah Aliyah Negeri Tegal City has shown significant development in the last decade. Data from the Ministry of Religion of Tegal City 2023, recorded an average increase in NEM of 12% since 2015, but it is still below the national average for science and mathematics subjects. Infrastructure challenges are still evident with 60% of learning spaces requiring renovation and limited access to digital libraries. According to the latest national survey report, around 40% of madrasahs in Indonesia still face challenges in terms of facilities and resources, which has an impact on the quality of education provided. This condition is an important background for why transformational leadership in this madrasah requires a special approach that considers local constraints while taking advantage of existing potential.

Effective leadership of madrasah heads greatly determines the success of the implementation of quality management of continuous education so that it is able to improve the quality of educational services provided.⁴ The transformational leadership approach allows principals to inspire and empower staff, creating a dynamic learning environment. Successful principals focus on improving facilities, student achievement, and teacher skills.⁵ However, challenges in the implementation of quality management are still the main obstacles faced, such as limited resources and obstacles to changes that occur in the madrasah

¹ M. Panji Wahyu Mukti, Agus Cahyono, and Suwardi Suwardi, "Quality Education Plays A Central Role in Shaping A Superior and Competitive Generation," *Proceedings of International Conference on Science, Education, and Technology* 9 (September 8, 2023): 447–51, <https://proceeding.unnes.ac.id/ISET/article/view/2457>.

² Minnah El Widdah, "Madrasah Management Strategy as the Education Base for Religious Cadre," *International Journal of Learning, Teaching and Educational Research* 21, no. 11 (November 30, 2022): 227–42, <https://www.ijlter.net/index.php/ijlter/article/view/1464>.

³ "Gis Madrasah," GIS Madrasah, accessed July 9, 2025, <https://madrasah.kemenag.go.id/gis/>.

⁴ Nurjana Opoh and Hajar Anna, "Kepemimpinan Kepala Madrasah Dalam Upaya Membangun Sekolah Berkualitas Di Madrasah Aliyah Miftahul Jannah Lumbi-Lumbia Banggai Kepulauan," *Journal of Educational Management and Islamic Leadership (Jemil)* 2, no. 2 (August 31, 2023): 51–65, <https://doi.org/10.56338/jemil.v2i2.4062>.

⁵ Osman Manalu and Sri Aryanti Kristianingsih, "Strategi Kepemimpinan Kepala Sekolah dalam Meningkatkan Kinerja Guru untuk mewujudkan Sekolah Bermutu," *Jurnal Mirai Management* 9, no. 1 (July 4, 2024): 668–72, <https://doi.org/10.37531/mirai.v9i1.6962>.

environment.⁶ Successful principals focus on improving facilities, student achievement, and teacher skills.⁷

There are still various problems related to the implementation of quality management, ranging from the lack of optimal resource management to resistance to changes that hinder the educational transformation process.⁸ The selection of the location of this research has special relevance considering that Tegal City is in the process of transformation as a character-based education city. The Mayor of Tegal's flagship program in the field of education (2022-2026) emphasizes strengthening madrasas as centers of excellence. However, its implementation still faces obstacles as seen from the local Inspectorate's report on the inequality of the distribution of qualified teachers (30% of madrasah teachers have not met professional certification standards). This situation makes research on the leadership role of madrasah heads increasingly crucial to create a management model that is adaptive to local conditions. Therefore, a systematic study is needed that can in-depth examine the right leadership strategy and effective solutions to overcome these obstacles in order to achieve an improvement in the quality of education in Madrasah Kota Aliyah Negeri Tegal.⁹

The main issue in this study is how important the role of madrasah head leaders in implementing quality management so that they are able to significantly change the quality of education. This study also discusses the supporting and inhibiting factors that affect the implementation of quality management and solutions that can be adopted to improve the quality of education in Madrasah Aliyah Negeri Tegal City.¹⁰ This is in line with the results of research on the implementation of quality management systems (SMM) in organizations which are influenced by various supporting and inhibiting factors. However, previous research often did not clearly identify limitations in the implementation of SMM, such as a lack of understanding of the importance of quality management among staff and limited available resources.

Key success factors include an organizational culture that emphasizes teamwork, innovation, and change,¹¹ as well as management commitment, effective communication, and adequate resources. Leadership plays an important role in the development of a madrasah.¹² Meanwhile, the inhibiting factors are a lack of human resources, an inconsistent

⁶ Mardian Efendi, Lukman Asha, and Deri Wanto, "Mengurai Tantangan Manajemen Mutu Pendidikan Madrasah: Tinjauan Dari Input-Proses-Output," *Educational Leadership: Jurnal Manajemen Pendidikan* 3, no. 2 (January 31, 2024): 240–54, <https://doi.org/10.24252/edu.v3i2.43721>.

⁷ Nuniek Rahmatika, "The Meaning of Sincerity in Transformational Leadership at The Islamic Boarding School Educational Institution," *International Journal of Educational Management and Innovation* 5, no. 2 (March 28, 2024): 168–76, <https://doi.org/10.12928/ijemi.v5i2.9656>.

⁸ Nuniek Rahmatika et al., "Unveiling the Power of Transformational Leadership in Faith-Based Schools Through Systematic Literature Review," *International Journal of Learning Reformation in Elementary Education* 4, no. 02 (June 2, 2025): 100–112, <https://doi.org/10.56741/ijlree.v4i02.878>.

⁹ Ahmad Sibaweh, "Peran Kepemimpinan Kepala Madrasah Dalam Optimalisasi Manajemen Pendidikan Agama Islam," *eL Bidayah: Journal of Islamic Elementary Education* 6, no. 2 (December 26, 2024): 116–27, <https://doi.org/10.33367/jjee.v6i2.6627>.

¹⁰ Mesty Hermauli Gultom, Sri Nurabdiah Pratiwi, and Indra Prasetya, "Implementasi Kepemimpinan Kepala Sekolah Dalam Pelaksanaan Mutu Pendidikan Dengan Konsep Manajemen Berbasis Sekolah Di Sd Swasta Parulian 2 Kecamatan Tegal Sari Mandala II," *Jurnal Guru Kita PGSD* 6, no. 1 (December 20, 2021): 1–18, <https://doi.org/10.24114/jgk.v6i1.29465>.

¹¹ Riyadi Nugroho, "Budaya Organisasi Yang Mendorong Inovasi Kerja," *Jurnal Cahaya Mandalika ISSN 2721-4796 (Online)* 5, no. 2 (June 27, 2024): 882–93, <https://doi.org/10.36312/jcm.v5i2.3200>.

¹² Uuh Buchori, Ilzamudin Ma'mur, and Ali Muhtarom, "Peran Penting Kepemimpinan Transformasional Dalam Proses Pengembangan Madrasah," *Evaluasi: Jurnal Manajemen Pendidikan Islam* 8, no. 1 (May 18, 2024): 124–43, <https://doi.org/10.32478/g75xeq47>.

understanding of the importance of SMM,¹³ inadequate learning facilities, and time constraints. The implementation process typically involves steps such as committing to the game, setting goals, building teams, training, and auditing. In fact, the successful implementation of SMM can result in an improvement in the quality and performance of the organization.¹⁴

By addressing challenges such as limited resources and resistance to change, madrasah heads can have a significant impact on the quality of Islamic education and prepare students for future challenges. This study aims to analyze the leadership role of madrasah heads in transforming the quality of education, identify supporting and inhibiting factors in the implementation of quality management, and formulate effective solution strategies to improve the quality of education¹⁵ in Madrasah Kota Aliyah Negeri Tegal.¹⁶

B. METHODS

A qualitative approach with a systematic review method was used in this study to explore and analyze data in depth from various relevant literature sources. The qualitative approach focuses on understanding phenomena contextually and in-depth through the interpretation of texts, documents, or other non-numerical information. Meanwhile, the systematic review method is carried out by collecting, evaluating, and synthesizing various research results or scientific writings that have been published previously in a structured and planned manner. With this method, researchers can identify patterns, themes, and relationships between concepts that develop in a particular study, resulting in a more comprehensive and objective understanding. This combination of a qualitative approach and a systematic review is particularly suitable for analyzing complex educational issues, as it is able to present rich and in-depth data as a basis for valid conclusions.

This study uses a qualitative approach with a systematic review method to analyze the leadership role of madrasah heads in transforming the quality of education in Madrasah Aliyah Negeri Tegal City. This approach was chosen because it allows researchers to collect, evaluate, and synthesize relevant evidence in a structured and comprehensive manner from a wide range of existing literature sources and empirical data.¹⁷

The location of the research is Madrasah Aliyah Negeri Tegal City, which is the object of study to understand the context and dynamics of education quality transformation. In this study, the criteria for selecting informants include madrasah heads, teachers, and administrative staff who have in-depth experience and knowledge about quality management in madrasahs. A total of 10 informants were selected purposively for in-depth interviews,

¹³ Nina Nurjanah, Siti Qomariyah, and Kun Nurachadijat, "Peran Manajemen Sumber Daya Manusia Pendidikan Dalam Peningkatan Mutu Sekolah," *Jurnal Al Iqnaa* 1, no. 1 (March 24, 2021): 43–68, <https://ejournal.imn.ac.id/index.php/al-iqnaa/article/view/19>.

¹⁴ Reni Suci Wahyuni, Supriono, and Dani Rizana, "Webinar : Sistem Manajemen Mutu Yang Handal Untuk Meningkatkan Kualitas SDM Masa Depan," *Journal Inovasi Pengabdian Masyarakat* 1, no. 1 (January 9, 2024): 1–5, <https://journal.inovatif.co.id/index.php/jipmas/article/view/7>.

¹⁵ Muhamad Luqman Nuryana and Mulyawan Safwandy Nugraha, "Implementasi Kepemimpinan Transformasional Kepala Madrasah Dalam Meningkatkan Mutu Lulusan Lembaga Pendidikan Islam," *Leadership: Jurnal Mahasiswa Manajemen Pendidikan Islam* 5, no. 3 (2024): 105–16, <https://doi.org/10.32478/leadership.v5.2730>.

¹⁶ Sibaweh, "Peran Kepemimpinan Kepala Madrasah Dalam Optimalisasi Manajemen Pendidikan Agama Islam," 116–27.

¹⁷ Julian P. T. Higgins et al., *Cochrane Handbook for Systematic Reviews of Interventions* (United State: John Wiley & Sons, 2019).

taking into account the diversity of their roles and responsibilities in the management of the madrasah.

Data was collected through three main techniques: interviews and direct observations. Interviews are conducted to gain a deeper perspective on leadership practices and the challenges faced. Direct observation of the implementation of quality management is carried out to understand the real context in the field. To ensure the validity and reliability of the research results, data analysis was carried out qualitatively based on the principle of theoretical triangulation. This approach allows researchers to compare empirical findings from interviews and observations with transformational leadership theories in Islamic education¹⁸ as well as integrated quality management concepts.¹⁹ The collected data will go through a reduction stage to filter the relevant information, then presented in a thematic pattern to identify the relationships between variables. Verification is carried out by matching field findings against existing theoretical frameworks, while testing the consistency between primary data (interviews, observations) and secondary data (policy documents, annual reports).

C. RESULTS AND DISCUSSION

Analysis of the Transformation of Islamic Education Quality in Madrasah Aliyah, Tegal, Indonesia

The results of this study describe the history and profile of Madrasah Aliyah Negeri Tegal City, as well as the role of leadership in improving the quality of education. The systematic review integrates a variety of sources and empirical data collected to provide a comprehensive picture of the dynamics of leadership and quality management.

Table 1. Results of a Systematic Review

History and Profile of Madrasah Aliyah Tegal State City	Explaining the development of this educational institution as a background in the context of quality transformation.
Leadership Roles	The head of the madrasah performs various leadership and management functions to improve quality, including planning, organizing, supervision, and evaluation. ²⁰
Supporting and Inhibiting Factors	Supporting factors include leadership commitment, ²¹ competent human resources, ²² and

¹⁸ Bernard M Bass and Paul Steidlmeier, "Ethics, Character, and Authentic Transformational Leadership Behavior," *The Leadership Quarterly* 10, no. 2 (June 1, 1999): 181–217, [https://doi.org/10.1016/S1048-9843\(99\)00016-8](https://doi.org/10.1016/S1048-9843(99)00016-8).

¹⁹ Ana Bintari, Dakir Dakir, and Muslimah Muslimah, "Manajemen Mutu Terpadu Dan Implementasinya Dalam Dunia Pendidikan," *Educator: Jurnal Inovasi Tenaga Pendidik Dan Kependidikan* 2, no. 2 (July 12, 2022): 161–67, <https://doi.org/10.51878/educator.v2i2.1306>.

²⁰ Hidayat Hidayat and Ibrahim Ibrahim, "Kepemimpinan Kepala Madrasah Dalam Mengembangkan Mutu Sumber Daya Tenaga Pendidik," *Jambura Journal of Educational Management* 4, no. 2 (September 29, 2023): 312–25, <https://doi.org/10.37411/jjem.v4i2.2698>.

²¹ Eliana Sari et al., "Meningkatkan Komitmen Guru Melalui Optimalisasi Kepemimpinan Kepala Sekolah," *Jurnal Jendela Pendidikan* 1, no. 04 (November 20, 2021): 250–64, <https://doi.org/10.57008/jjp.v1i04.32>.

²² Rolia Ade Astagini, Nur Izzatin Nadifah, and Aisyah Dana Luwihita, "Penerapan Manajemen Sumber Daya Manusia Dalam Meningkatkan Kompetensi Guru," *AKSI: Jurnal Manajemen Pendidikan Islam* 1, no. 1 (November 22, 2022): 32–43, <https://doi.org/10.37348/aksi.v1i1.198>.

Solutions and Strategies	policy support. ²³ Meanwhile, the inhibiting factors are budget constraints, cultural resistance, and limited human resources. ²⁴ Madrasah heads implement a participatory approach, ²⁵ continuous training, and strengthening communication between stakeholders. ²⁶
The Impact of the Implementation of the Duties of the Head of the Madrasah	Improving the quality of learning, meeting accreditation standards, and improving student learning outcomes are indicators of success. ²⁷

The discussion of the results of this research is based on previous theories and studies related to educational leadership and quality management. These findings emphasize that effective leadership of madrasah heads plays a strategic role as a transformation agent who is able to navigate resource dynamics and organizational constraints. Quality management that is systematically applied provides a strong foundation²⁸ to improve the performance of educational institutions.²⁹

This research shows that transformational leadership is very influential in driving cultural change and educational innovation. This is in line with previous research that showed that effective madrasah leadership is a key factor in managing the quality of education. Constraints such as limited resources and internal resistance are also often encountered in the context of similar educational institutions. Limited resources, both in the form of competent teaching staff, learning facilities, and financial support, can have an impact on the process of transforming knowledge³⁰ and pedagogical innovation needed to face the challenges of the times. Meanwhile, internal obstacles such as lack of enthusiasm for change, rejection of more modern ways of learning, or differences in interests between parties in educational institutions can make the development of the curriculum hampered and the learning methods used become inappropriate to the needs of students.³¹

²³ Syarif Maulidin, Muhammad Latif Nawawi, and Jatmiko Jatmiko, "Studi Literatur: Transformasi Kurikulum Pendidikan Agama Islam Dalam Konteks Merdeka Belajar," *Educator : Jurnal Inovasi Tenaga Pendidik Dan Kependidikan* 5, no. 1 (May 28, 2025): 38–48, <https://doi.org/10.51878/educator.v5i1.5039>.

²⁴ Faiz Zahfa et al., "Faktor-Faktor Penghambat Optimalisasi Pendidikan Agama Islam Dalam Kurikulum Sekolah Di Indonesia," *Mesada: Journal of Innovative Research* 2, no. 1 (January 12, 2025): 252–61, <https://ziaresearch.or.id/index.php/mesada/article/view/55>.

²⁵ Muaddy Akhyar et al., "Pendekatan Inovatif Dalam Meningkatkan Manajemen Mutu Berbasis Sekolah," *Tadbir: Jurnal Manajemen Pendidikan Islam* 13, no. 1 (n.d.): 133–53, <https://www.journal.iaingorontalo.ac.id/index.php/tjmpi/article/view/5823>.

²⁶ Asep Hilmi Muhamad Sidik and Mulyawan Safwandy Nugraha, "Peran Stakeholder Kepala Sekolah Smp Ma'rif Dalam Meningkatkan Mutu Pendidikan Islam," *Edusiana Jurnal Manajemen Dan Pendidikan Islam* 11, no. 2 (October 3, 2024): 66–76, <https://doi.org/10.47077/edusiana.v11i2.515>.

²⁷ Tony Bush, "Educational Leadership and Management: Theory, Policy, and Practice," *South African Journal of Education* Vol.27, no. No.3 (2007): 391–406, <http://www.sajournalofeducation.co.za/index.php/saje/article/view/107/29>.

²⁸ Bush, 391–406.

²⁹ Oksana Kondur and Kyrlyo Shuryhin, "Management Of The Quality Of Education In Crisis Conditions," *Mountain School of Ukrainian Carpaty*, no. 31 (January 15, 2024): 32–36, <https://doi.org/10.15330/msuc.2024.31.32-36>.

³⁰ Imas Mulyati and Maman Suryaman, "Integrasi Manajemen Pembiayaan Dan Fasilitas Pembelajaran Dalam Meningkatkan Mutu Pendidikan Sekolah: Tinjauan Dan Sintesis Empiris," *Jurnal Tahsinia* 6, no. 4 (April 30, 2025): 548–59, <https://doi.org/10.57171/jt.v6i4.659>.

³¹ Ibadullah Malawi and Ani Kadarwati, *Pembaharuan Pembelajaran Di Sekolah Dasar* (Cv. Ae Media Grafika, n.d.).

If this obstacle is allowed to drag on, it will have an impact on the quality of graduates being low, Islamic education science isolated from global developments, and the loss of public trust in these educational institutions. Furthermore, Islamic values that should be taught in a relevant manner and keep up with the times can turn into rigid³² teachings and lose meaning that are able to change the way students think and act. Therefore, it is important to improve resource management and build a culture of institutions that are flexible and open to change, so that Islamic education can be strong, relevant, and able to compete in the midst of the times.

Adopted solution strategies such as continuous training and effective communication are in line with the recommended change management theory approach. Building on this, the implementation of adaptive strategies becomes important when leadership alone is not enough to overcome institutional barriers. The practical implications of this research can be a reference for policy makers at the madrasah level to strengthen the role of leadership and quality management in an integral manner for the continuous improvement of the quality of education.

Table 2. Findings of a Systematic Review

Title	Journal	Overview of General Findings
Nuryana et al., (2024) <i>Implementasi Kepemimpinan Transformasional Kepala Madrasah dalam Meningkatkan Kualitas Lulusan Lembaga Pendidikan Islam</i>	Kepemimpinan: Jurnal Mahasiswa Manajemen Pendidikan Islam	Transformational leadership of madrasah heads can improve the quality of graduates in Islamic educational institutions.
Sibaweh A., (2024) <i>Peran Kepemimpinan Kepala Madrasah dalam Optimalisasi Pengelolaan Pendidikan Agama Islam</i>	Jurnal Bidayah Pendidikan Dasar Islam	Effective leadership of madrasah heads plays an important role in improving the quality of Islamic religious education management.
Devi Aulia D, Subiyantoro, (2024) <i>Penerapan Gaya Kepemimpinan Demokratis dan Kepala Madrasah Transformasional dalam Meningkatkan Kualitas</i>	Nidhomul Haq Jurnal Manajemen Pendidikan Islam	Democratic and transformational leadership of school principals is important to implement quality management and improve the quality of education in madrasahs.
Sugiri, Ma'shum, (2022) <i>Kepemimpinan Kepala Madrasah dalam Meningkatkan Kualitas Pendidikan</i>	Nidhomul Haq Jurnal Manajemen Pendidikan Islam	Madrasah heads use democratic leadership strategies to improve the quality of education.
Krisbiyanto, (2019) <i>Efektivitas Kepemimpinan Kepala Madrasah terhadap</i>	Nidhomul Haq Jurnal Manajemen Pendidikan Islam	The leadership of madrasah heads is very important in improving the quality of education.

³² Amrizon et al., "Islam Moderat Versus Tradisional: Tinjauan Hukum Dan Pendidikan," *An-Nahdlah: Jurnal Pendidikan Islam* 4, no. 3 (April 22, 2025): 835–47, <https://doi.org/10.51806/an-nahdlah.v4i3.684>.

<i>Kualitas Pendidikan MTsN 2 Mojokerto</i>		
Rohmah, (2021) <i>Kepala Sekolah Sebagai Manajer Dalam Meningkatkan Kualitas Pendidikan</i>	Jurnal Manajemen Pendidikan Indonesia	The leadership of madrasah heads in planning, using situational leadership, and communicating effectively can improve the quality of Islamic elementary education.
Salam, (2020) <i>Peran Kepemimpinan dan Kebijakan Kepala Madrasah dalam Meningkatkan Kualitas Pendidikan di Man 1 Yogyakarta</i>	Jurnal Manajemen Pendidikan Indonesia	The leadership and policies of madrasah heads play an important role in improving the quality of education.

1. The Leadership Role of Madrasah Heads in Improving the Quality of Education

The leadership of madrasah heads plays a crucial role in improving the quality of Islamic education. Research shows that a democratic leadership style is effective in improving the quality of education.³³ The role of the head of the madrasah includes planning, organizing, motivation, and control, as well as supervision and guidance for teachers.³⁴ The head of the madrasah also plays the role of manager, educator, administrator, supervisor, leader, and entrepreneur.³⁵ Efforts to improve the quality of education include improving the quality of teachers, managing infrastructure, improving student achievement, and strengthening relationships with the community. Supporting factors include competent teaching staff, adequate infrastructure, and good cooperation with stakeholders. Challenges faced include budget constraints and lack of mastery of technology by senior teachers.

The results of the study show that the leadership of madrasah heads has a significant influence on improving the quality of education in Islamic educational institutions. This finding confirms that transformational leadership carried out by the head of the madrasah is able to improve the quality of graduates optimally. This is in line with previous research that showed that effective madrasah leadership is a key factor in managing the quality of education. In addition, the importance of the leadership role and policies taken by the head of the madrasah as a determinant of success in improving the quality of education as a whole was also emphasized. Situational leadership combined with effective communication can facilitate the achievement of better quality of education. Thus, the leadership of madrasah heads is not only an administrative aspect,³⁶ but also a strategic aspect in transforming the quality of education.³⁷

³³ Tarisa Aidil Alzahra et al., "Implementasi Gaya Kepemimpinan Demokratis Kepala Sekolah Dalam Meningkatkan Kinerja Guru Di SMK Muhammadiyah Majalaya," *Journal of Administration, Governance, and Political Issues* 2, no. 1 (April 14, 2025): 39–50, <https://doi.org/10.47134/jagpi.v2i1.3675>.

³⁴ Ramadhoni Aulia Gusli et al., "Peran Kepala Madrasah Dalam Pengembangan Mutu Pendidikan Islam Di MTsN 2 Kota Pariaman," *Management of Education: Jurnal Manajemen Pendidikan Islam* 11, no. 1 (February 1, 2025): 41–63, <https://doi.org/10.18592/moe.v11i1.15591>.

³⁵ Aldi Al Husaini and Yusuf Hanafiah, "The Analysis of Managerial Competence of Head of Madrasah in Improving the Quality of Educational Institution," *Islam in World Perspectives* 3, no. 2 (April 15, 2024): 147–57, <http://journal2.uad.ac.id/index.php/IWP/article/view/10205>.

³⁶ Nuryana and Nugraha, "Implementasi Kepemimpinan Transformasional Kepala Madrasah Dalam Meningkatkan Mutu Lulusan Lembaga Pendidikan Islam," 105–16.

³⁷ Widdah, "Madrasah Management Strategy as the Education Base for Religious Cadre," 227–42.

2. Leadership Style and Its Implementation in Education Quality Management

Leadership style is an important factor that determines the optimization of education quality management in madrasas. Research reveals that the application of democratic and transformational leadership styles is very effective in managing quality management and improving the quality of education. This is reinforced by the fact that the democratic leadership strategy of the madrasah head contributes significantly to improving the quality of education. This inclusive and participatory leadership style allows for the involvement of all stakeholders in the decision-making process to improve the quality of education. The implications of these findings imply that adaptive and collaborative leadership models are the best choice in the context of madrasas to support change³⁸ and innovation in the quality of education.³⁹

Leadership plays a crucial role in improving the quality of education. Transformational leadership styles contribute significantly to the success of Integrated Quality Management (MMT), increasing teacher engagement and managerial effectiveness.⁴⁰ Effective leaders are able to motivate, manage change, and create an organizational culture that supports continuous learning.⁴¹ The implementation of transformational leadership by school principals, through improving facilities and motivation of educators, has a positive impact on the quality of education.⁴² School principals play a central role in driving school life and developing the quality of education. The application of human resource management principles in the management of education personnel can improve the quality of education.⁴³

3. Strategies and Policies of Madrasah Heads in Improving the Quality of Education

In addition to the leadership style and role, the strategies and policies implemented by the head of the madrasah are also the main determinants in achieving a better quality education. Research shows that the right policies from madrasah heads are very supportive of the management of the quality of education. Clear policies and mature operational strategies need to be developed to support sustainable quality transformation. Madrasah heads who act as managers with effective leadership and situational communication strategies can encourage improvement in the quality of education, especially in the Islamic elementary school environment.

This kind of leadership example has been exemplified by the Prophet Muhammad PBUH since the early days of Islamic da'wah. He was not only the bearer of religious treatises, but

³⁸ Aulia Diana Devi and Subiyantoro Subiyantoro, "Implementation of Democratic Leadership Style and Transformational Head of Madrasah in Improving The Quality," *Nidhomul Haq: Jurnal Manajemen Pendidikan Islam* 6, no. 1 (March 29, 2021): 14–26, <https://doi.org/10.31538/ndh.v6i1.1162>.

³⁹ Ratna Laenussa, Surahman Amin, and Sudirman, "Improving the Quality of Education at Madrasah Tsanawiyah Negeri Fakfak through Leadership Strategies Implemented by the Head of Madrasah," *Al-Riwayah: Jurnal Kependidikan* 16, no. 2 (October 14, 2024): 266–87, <https://doi.org/10.47945/al-riwayah.v16i2.1570>.

⁴⁰ Hamini Mahlan et al., "Peran Kepemimpinan Dalam Perspektif Majajemen Mutu Terpadu (Mmt) Strategi Inovatif Untuk Meningkatkan Mutu Pendidikan: Manajemen Mutu Terpadu, Kepemimpinan, Mutu Pendidikan, Evaluasi Sekolah," *Scholaria: Jurnal Pendidikan dan Kebudayaan* 15, no. 2 (May 22, 2025): 208–16, <https://doi.org/10.24246/j.js.2025.v15.i2.p208-216>.

⁴¹ D. D. Warrick, "What Leaders Need to Know about Organizational Culture," *Business Horizons* 60, no. 3 (May 1, 2017): 395–404, <https://doi.org/10.1016/j.bushor.2017.01.011>.

⁴² Alimatul Qudsiyyah, Fahrurrozi Fahrurrozi, and Subki Subki, "Gaya Kepemimpinan Transformasional Kepala Sekolah Dalam Meningkatkan Mutu Pendidikan Di SDN 1 Gadung Mas Kecamatan Sakra Barat," *Jurnal Ilmiah Profesi Pendidikan* 9, no. 1 (February 21, 2024): 499–505, <https://doi.org/10.29303/jipp.v9i1.1968>.

⁴³ Rosalina Ginting and Titik Haryati, "Kepemimpinan Dan Konteks Peningkatan Mutu Pendidikan," *Jurnal Ilmiah Civis* 2, no. 2 (2012): 1–17, <https://journal.upgris.ac.id/index.php/civis/article/viewFile/455/409>.

also the main educator who was able to understand the situation and character of the society at that time. In conveying the teachings of Islam, the Prophet used different approaches according to the conditions and abilities of the companions. For example, to the intelligent Mu'adz bin Jabal, the Prophet gave the mandate to teach Islam to Yemen. As for the other companions, he guided with patience and gentleness, without imposing his will. This shows that the Prophet's leadership was very situational and full of wisdom. His attitude of being open to input, able to build good communication, and setting an example in action, is a clear example of how an education leader can create an inclusive, meaningful, and growth-oriented learning environment for students. Today's madrasah heads can emulate this principle to create a strong and heartfelt Islamic educational climate. Therefore, adaptation to the situation and contextual needs of madrasahs is essential⁴⁴ to answer complex quality management challenges.⁴⁵

D. CONCLUSION

The results of this study show that the leadership of madrasah heads plays a strategic role in transforming the quality of education in Madrasah Aliyah Negeri Tegal City. Through a transformational leadership approach and adaptive managerial style, madrasah heads can improve the quality of learning and graduates, as well as meet established accreditation standards, such as increasing national exam scores and student satisfaction. Supporting factors, such as leadership commitment and policy support, strengthen the effectiveness of quality management implementation. However, challenges such as resource limitations and resistance to change require collaborative and innovative leadership strategies. These findings confirm that the success of educational quality transformations depends not only on administrative policies, but also on their ability to integrate vision, strategy, and adaptive leadership with the dynamics of contemporary Islamic educational institutions.

This research leads to the importance of capacity building of madrasah heads through continuous leadership training, strengthening participatory management, and data-based and contextual policy development. The active involvement of all madrasah stakeholders is key in supporting efforts to improve the quality of education collectively and sustainably. The practical implications of these findings point to the need to develop structured training programs for madrasah heads, as well as policies that support collaboration between all stakeholders. Overall, these findings provide important insights for future research and Islamic education policy, emphasizing the need for a more holistic approach in madrasah management to achieve better quality education

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⁴⁴ Ilham Yahya Romandoni, Sulistyorini, and Nur Efendi, "Kepala Madrasah Sebagai Pemimpin (Leader) Pendidikan," *Leaderia: Jurnal Manajemen Pendidikan Islam* 5, no. 1 (July 11, 2024): 1–12, <https://doi.org/10.35719/leaderia.v5i1.501>.

⁴⁵ Salisa Afany and Makmur Syukri, "Situational Leadership Analysis of Madrasah Principals in Improving the Effectiveness of Madrasah Management at MTs Asuhan Medan," *Mimbar Sekolah Dasar* 11, no. 3 (October 29, 2024): 613–29, <https://doi.org/10.53400/mimbar-sd.v11i3.75578>.

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