

# The Leadership Strategy Of The Madrasah Head In Improving The Performance Of Education Personnel At Private Mts Al-Mansuriyah Subulussalam City

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## ABSTRACT

This research was conducted due to the madrasah's awareness of the crucial role of discipline in achieving educational goals. In addition, this success cannot be separated from the strong leadership of the madrasah head and the commitment of educational staff in upholding the rules and norms that have been set. This research uses qualitative research methods descriptive qualitative approach. The subjects of this research are the actors involved in the leadership strategy of the madrasah head in improving the performance of educational staff at MTs Swasta Al Mansuriyah. This research uses a snowball sample technique (snowball). Qualitative data collection techniques used consist of interviews, observations and document studies. For this reason, the data obtained is then analyzed using an interactive model qualitative data analysis consisting of: a) data reduction, b) data presentation, and c) conclusion. Data validity standards, namely 1) Credibility; 2) Transferability; 3) Can be trusted or can be held true (dependability); 4) Confirmability. The preparation of plans and strategies by the madrasah head at MTs Al-Mansuriyah is an important step to improve the performance of teaching staff and lead to quality education. The main focus is on improving the performance of education personnel through professional development programs. The quality of work of education personnel determines the success of educational institutions. The quantitative evaluation also highlighted the importance of time management, productivity and punctuality. The madrasah principal has a crucial role in managing all aspects of activities in the madrasah. Close collaboration between teaching and education personnel strengthens their professionalism and prepares them for the challenges of contemporary education. MTs Al-Mansuriyah demonstrates a strong commitment to building a positive culture of discipline.

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## INTRODUCTION

Education is an activity in which there is an effort to gain knowledge (Syarnubi, 2023). The implementation of education through the school route is inseparable from the elements of educators and education personnel (Syarnubi, 2019a). Educators and education personnel are potential human resources (HR) who participate in realizing the quality of national education (Huda & Erihadiana, 2021). Educators and education personnel directly interact with students on

a daily basis (Syarnubi et al., 2021). Thus, educators and education personnel have the same important role and position in terms of the implementation of education or learning (Syarnubi, 2020). Human resource management (HRM) recognizes the importance of the organization's workforce as the main human resource that contributes to the achievement of organizational goals and provides certainty that the implementation of organizational functions and activities (Pahira & Rinaldy, 2023). In connection with increasing resources in the scope of madrasas, especially the potential of human resources, especially education personnel, then the madrasah head should make maximum efforts (Ferawati, et al., 2023). The madrasah principal can be said to be a manager, because he is the main force in his madrasah environment (Syarnubi, 2016). One of the efforts is in the form of the involvement of the madrasah head as a manager to be able to foster and direct the potential of the education staff (Mulyati, 2022). The higher quality of education personnel will greatly impact the madrasah institution that is managed (Syarnubi, 2019b).

The importance of education personnel in the context of madrasah includes several aspects that need to be considered in depth (Nurusalami, 2022). Especially if educators are given the main driver that affects the level of enthusiasm and dedication of education personnel in carrying out their duties (Masjudin & Husniati, 2018). An example that can be done is providing motivation. When education personnel feel motivated, they tend to take more initiative in finding creative and innovative solutions in the learning and teaching process (Emda, 2017). The innovation of an educator does not escape its role as central in the implementation of teaching and learning activities (Syarnubi, Fauzi, et al., 2023). This not only has an impact on improving the quality of teaching directly, but also on a positive and motivating learning atmosphere for students.

The quality of performance of education personnel in madrasah is an important factor in determining the smoothness of the teaching and learning process and madrasah operations (Maisura, 2017). Although they are not directly involved in learning activities in the classroom, their role is essential in ensuring the madrasah runs well (Alawiyah, 2014).

Here are some of the main functions of staff education personnel in madrasas such as, 1) Administrative Functions: a) Assist in the management of madrasah administration, such as student data collection, document management, and activity scheduling, b) Store and maintain madrasah data and archives, c) Perform madrasah financial records, d) Type and duplicate madrasah documents. 2) Operational Functions: a) Assisting in maintaining the cleanliness and security of the madrasah, b) Assisting in preparing and maintaining teaching and learning facilities, c) Assisting in the organization and implementation of madrasah activities, d) Carrying out other tasks assigned by the madrasah head, 3) Supporting Functions: a) Assist teachers in preparing teaching materials, b) Assist in maintaining the availability of learning facilities, c) Assist in establishing communication with parents, d) Be an example and role model for students in behaving and having noble character, 4) Development Function: a) Participate in training and self-development to improve their abilities and performance, b) Participate in madrasah development activities, c) Provide suggestions and input to the madrasah head to improve the quality of the madrasah (Suarga, 2019).

Education personnel based on Law No. 20 of 2003 concerning the National Education System, are as follows: 1. Education personnel consist of educators, education unit managers, librarians, laboratorians, learning resource technicians, and examiners. 2. Educators consist of mentors, teachers and trainers. 3. Education unit managers consist of school principals, directors, chairmen, rectors, and leaders of out-of-school education units. Based on the provisions of Law No. 20 of 2003, it can be understood that education personnel are professional personnel whose task is to support the implementation of educational activities in an educational institution (Bariyyah, 2023). The field of work carried out by these professionals is to carry out the fields of administration, management, development, supervision, and technical services to support the educational process in educational units (Suarga, 2019).

However, there are still several aspects of the problem that can be seen from the initial observations made by researchers at MTs Swasta Al Mansuriyah, including; 1) There are still education personnel who lack discipline, 2) Lack of education personnel Soft Skills, 3) Low work

motivation, 4) Lack of communication, 5) Not optimal in channeling the potential of education personnel. The head of Madrasah should have a very important role in driving madrasah management (Permadi & Rasminingsih, 2023). It aims to run in accordance with the various demands of society and the times (Kahrudin & Hannah, 2021). Therefore, the role of a successful madrasah head can be seen from the achievement of madrasah goals, as well as the increased performance of education personnel in the madrasah environment (Echwan, 2023).

For the management of an educational institution, including an Islamic educational institution, a leadership strategy is needed (Suhadi, 2023). One of the factors that cause the low performance of education personnel is the lack of effective leadership (Aftika, et al., 2017). This raises an awareness of the importance of leaders who can pay more attention to their education personnel (Syarnubi, Fahiroh, et al., 2024). Effective leadership can provide motivation, work enthusiasm, and clear direction to education personnel (Noormahmudah, 2021). Therefore, an appropriate leadership strategy is needed to improve the performance of education personnel (Tiawati et al., 2024).

The madrasah head should pay attention to the education staff in the madrasah environment that he manages (Fauzi et al., 2023). In line with this, the madrasah head must have the right strategy to improve the professionalism of the education staff in his madrasah (Oktavia, et al., 2021). Madrasah principals can create a conducive madrasah climate, provide advice to madrasah residents, provide encouragement to all education personnel, and implement interesting learning models (Wahed, 2016). Many methods, such as team teaching, moving classes, and holding acceleration programs for students who are intelligent above normal. (Samsidar, 2015).

Leadership in education is key to effective education implementation. If this leadership can run properly, it will create changes and improvements in the program (Syarnubi et al., 2022). The selection of the right leadership style by the principal will be able to bring the school towards improving quality and service (Octavia & Savira, 2017). The principal's strategy is needed in improving the performance of educators and education personnel as a determination of human resource development steps (Pratama, et al., 2023). The Head of Madrasah must monitor the process of developing and evaluating the performance of its personnel, and improving performance can run according to the leader's direction that has been designed or planned in advance in order to achieve the desired goals (Mansur, 2020).

The principal's leadership management strategy is one of the keys to success for improving the quality of performance of educators and education personnel (Syarnubi, 2024). Improving the quality of the performance of educators and education personnel will have a significant impact on the educational process and the achievement of the desired educational goals (Muflika & Hariyanto, 2019). Because the madrasah head is responsible for organizing educational activities, madrasah administration, fostering other education personnel, and utilizing and maintaining facilities and infrastructure (Muhaemin & Umar, 2022). This becomes more important in line with the increasingly complex demands of the madrasah principal's duties, which require increasingly effective and efficient performance support (Zahiq, 2024).

Strategy is defined as a process of determining the plans of top leaders who focus on the long-term goals of the organization, accompanied by the preparation of a way or effort how these goals can be achieved. The ability is to influence a group towards achieving goals. Meanwhile, the principal is a person who is given the task and responsibility of managing the school, collecting, utilizing, and mobilizing all the potential of the school optimally to achieve goals. Furthermore, education personnel are members of the community who devote themselves and are appointed to support the implementation of education, which includes education unit managers, supervisors, learning assistants, supervisors, researchers, developers, librarians and learning resource technicians.

Strategy is a logical sequence of steps that moves the organization from the mission statement at the top level to the performance of all those who play a spearhead role, such as school supervisors, principals and teachers. The strategy for improving the performance of human resources (educators and education personnel) can also be expressed as determining the steps of

human resource development which includes the process of recruitment, selection, development, and evaluating the performance of these personnel and alternative paths of human resource development steps so that the performance of all personnel in the organization can run in the direction that has been planned within the framework of achieving organizational goals.

Improving the performance of education personnel is one of the main focuses in educational discussions, and madrasah principals play a key role in the education system as a whole. The madrasah head is considered the prime mover in developing the school system in his or her area. It is the responsibility of the madrasah head to ensure that the teaching staff remains productive and produces quality work consistently. All efforts to improve the quality of education will be less effective without the supervision of a madrasah principal who has professionalism and good quality. Therefore, improving the quality of education must be initiated by madrasah principals who are able to effectively supervise the performance of education personnel.

Effective leadership is one of the key factors in improving the performance of education personnel in madrasah. An appropriate leadership strategy is needed to increase the motivation and morale of education personnel in madrasah, increase the professionalism of education personnel, and create a conducive work culture. From the description above, the leadership strategy of the madrasa head will contribute to improving the performance of education personnel.

The importance of discipline development in the context of madrasah education cannot be underestimated. Madrasahs consider fostering discipline as the main foundation in maintaining order and increasing the learning ethos of students. This shows madrasah's awareness of the crucial role of discipline in achieving educational goals. In addition, this success cannot be separated from the strong leadership of the madrasah head and the commitment of educational staff in upholding the rules and norms that have been set.

Consistent action in rule enforcement is key in creating a conducive learning environment, where all students are treated fairly and in accordance with applicable regulations. Madrasahs also strive to create a comfortable and safe learning environment through adequate facilities and a positive atmosphere, as well as building harmonious relationships between students and teachers. More than just enforcing rules, the madrasah also promotes students' understanding of the importance of discipline through various programs such as lectures, seminars and training. All this reflects MTs Al-Mansuriyah's strong commitment to building a positive and holistic culture of discipline, as a serious effort to improve the quality of education for all students. On this basis, the author is interested in conducting research at MTs Swasta Al Mansuriyah on "The Leadership Strategy of the Madrasah Head in improving the Performance of Education Personnel at MTs Swasta Al Mansuriyah". This research is interesting to study because the issue of improving performance is crucial in advancing the quality of madrasah in general.

## METHODS

This research uses qualitative research methods, namely research whose findings are not obtained through quantification procedures, statistical calculations, or other forms of ways that use numbers (Syarnubi, 2022). In other words, qualitative data analysis is an analysis for non-numerical data (Syarnubi, Efriani, et al., 2024). This research was carried out using a descriptive qualitative approach. The descriptive qualitative approach was chosen specifically to collect the data needed to achieve the research objectives (Syarnubi, Alimron, et al., 2023). Basically this research is intended to describe the behavior of informants, namely MTs Swasta Al Mansuriyah. The location chosen in this research is MTs Swasta Al Mansuriyah. The subjects of this study were actors involved in the leadership strategy of the madrasah head in improving the performance of education personnel at MTs Swasta Al Mansuriyah. This study uses a snowball sample technique or a sample that is not limited in advance but the sample limit is based on the adequacy of the information or data needed, so the participants in this study, namely; Head of Madrasah, Head of Administration, Madrasah Operator. Qualitative data collection techniques used consist of interviews, observations and document studies. For this reason, the data obtained is then analyzed using an interactive qualitative data analysis model consisting of: a) data reduction, b) data

presentation, and c) conclusions, where the process takes place circularly during the research. To strengthen the validity of the data findings and the authenticity of the research, the researcher refers to the use of data validity standards, namely 1) credibility; 2) transferability; 3) transferability. Transferability; 3) Trustworthiness or dependability; 4) Confirmability.

## FINDINGS AND DISCUSSION

### 1. Madrasah Head Program in Improving the Performance of Education Personnel at MTs Swasta Al-Mansuriyah

Preparation of plans and strategies for madrasah is an obligation that must be carried out by the head of the madrasah to improve the performance of teaching staff in accordance with the focus of the research. Quality education is education that is able to develop the quality of students by freeing them from ignorance, limitations, and other negative things such as poor morals and faith. Based on research at MTs Al-Mansuriyah, the implementation of various programs and strategies such as increasing the competence of education personnel, developing facilities and infrastructure, and collaborating with committees is the main responsibility of the madrasah head to maximize the performance of every aspect of the madrasah.

The principal of MTs Al-Mansuriyah has implemented short-term and long-term programs designed to improve the performance of education personnel. The short-term program aims to enable education personnel to carry out their duties properly through increasing competence, utilizing technology, and improving management performance. Competency development is carried out by providing opportunities for education personnel to participate in continuing professional development programs.

The use of technology in this program includes the provision of digital infrastructure such as computers, internet access, and other multimedia devices. This aims to facilitate education personnel in carrying out their duties and improve work efficiency. In addition, the madrasah head stresses the importance of supporting the use of technology in education as part of adapting to the challenges of globalization. Improved management performance involves all stakeholders in program preparation, monitoring and evaluation, and increased accountability and transparency. The madrasah head is open to input from education personnel to ensure the program is effective and can have a positive impact on the madrasah.

Long-term programs aim to develop the in-depth capabilities of education personnel, including mastery of information technology and digitization of education. The preparation of this program is usually done in the first year of learning and its implementation involves collaboration between teachers, education personnel and madrasah committees. The active involvement of all parties and the support of technological infrastructure are the keys to success in improving the quality of madrasah in the era of globalization. The madrasah principal realizes that globalization requires educational institutions to continuously adapt and keep up with technological developments. Therefore, it is important to equip madrasahs with the latest digital devices and media to ensure madrasahs are able to compete with other educational institutions.

The policies implemented in the preparation and implementation of short-term and long-term programs at MTs Al-Mansuriyah are expected to improve the overall quality of the madrasah. With an increase in the competence of education personnel, optimal utilization of technology, and transparent and accountable management, this madrasah is expected to achieve high educational standards and become more competitive in the digital era.

MTs Al-Mansuriyah understands the importance of competition among madrasahs and seeks to attract new students every year. The madrasah head plans to establish one-stop access for administration, which includes student, financial and academic management systems, requiring adequate equipment and appropriate competencies of education personnel. Facilities and infrastructure improvements include modern educational facilities, a comfortable learning environment and digital infrastructure such as a fast and stable internet network, computers and multimedia devices. The program also involves the development of an integrated

information system to efficiently manage administration, learning and communication among madrasah stakeholders, as well as an e-learning platform to support distance and hybrid learning.

A structured performance evaluation system, constructive feedback, and incentives for superior performance are expected to increase their motivation and commitment. With the improvement of adequate facilities and infrastructure as well as competent education personnel, MTs Al-Mansuriyah aims to improve the quality of education services and become a superior madrasah that can compete in the digital era. This program is expected to make MTs Al-Mansuriyah an educational institution that attracts new students and provides high-quality education in accordance with the demands of the times.

## **2. Performance of Education Personnel with Indicators (Work Quality, Work Quantity, Timeliness, Effectiveness, and Commitment) at Al-Mansuriyah Private MTs**

The quality of work of education personnel is a crucial factor in determining the success of educational institutions such as madrasah. To measure the performance of education personnel, madrasahs need to apply systematic and sustainable methods. Providing direction and division of responsibilities is an important first step in this process. With clear direction, education personnel can understand their precise tasks and roles, which has a positive impact on the quality and efficiency of their work. The division of individual responsibilities also allows for a more specific evaluation of the performance of each education personnel, so that areas that need to be improved or further developed can be identified.

Training and professional development are vital elements in efforts to improve the performance of education personnel. MTs Al-Mansuriyah realizes the importance of periodic training organized by ministry of religion institutions and between madrasahs. Such training not only provides technical skills but also equips education personnel with the latest knowledge relevant to technological developments and the needs of the education world. The focus on operator training shows the madrasah's adaptation to the digital era, where many administrative tasks are done online. This demonstrates the madrasahs' ability to adapt to change and ensure their education personnel are always ready to face new challenges.

Specialized training for and observation visits to other madrasahs demonstrate a comprehensive approach to staff development. By adding observation visits, education personnel have the opportunity to learn best practices from other institutions, which can be adapted and applied in their madrasahs. This not only improves their knowledge and skills but also opens up opportunities for innovation in their daily work.

These efforts not only ensure that education personnel have the necessary skills but also encourage them to continue to develop and innovate, which in turn will improve the quality of education in the madrasah. This is in line with research that states that to improve the performance of education staff and uphold a commitment to quality education, a multifaceted approach is essential. Educational supervision, performance appraisals and continuous training sessions are essential to evaluate and improve staff performance.

Overall, MTs Al-Mansuriyah's approach to measuring and improving the performance of education personnel through direction, responsibility and regular training reflects a commitment to quality education. These efforts not only ensure that education personnel have the necessary capabilities but also encourage them to continue to develop and innovate, which will ultimately improve the quality of education in the madrasah.

Work quantity is one of the main indicators in assessing the performance of education personnel, which refers to the volume or number of tasks successfully completed in a certain period of time. Education personnel in madrasahs do not only handle one type of work, but are involved in a variety of diverse tasks, including administrative, technical and operational activities that support the smooth running of the educational process.

Assessment of the quantity of work is important for understanding the workload faced by education personnel and identifying areas that require improvement or additional support. In addition to the number of tasks completed, the assessment also considers the time

management skills and productivity of education personnel in carrying out their various responsibilities. Madrasahs set specific targets for each job, both within a certain period of time such as per semester and per year, as well as for daily tasks. These targets serve as a guide for education personnel in achieving the work standards that have been set.

So far, education personnel in madrasah have succeeded in achieving the predetermined targets, although sometimes they need help from other colleagues when facing difficulties. This shows their effectiveness in meeting expectations and work standards that have been set. The ability of education personnel to work together and help each other in completing tasks shows their commitment to institutional goals and willingness to continue to develop and adapt to job demands. Evaluation of the achievement of these targets is also an important tool for madrasahs to make continuous improvements in their work systems, ensuring that education personnel are always ready to face new challenges and continue to improve their overall performance.

The madrasah head has the primary responsibility in ensuring that education personnel can complete their tasks according to the specified schedule. To achieve this, the madrasah head implements a system of continuous supervision and evaluation. These evaluations not only help in monitoring performance, but also allow for time adjustments if needed, after going through a rigorous evaluation process. Cooperation and mutual support among fellow education personnel are important factors that support timeliness in completing tasks. In some cases, if education personnel require additional time to complete their tasks, these requests are carefully reviewed by the madrasah head. Through the evaluation process, the head of madrasah determines whether an extension of time is necessary and ensures that the work can be completed properly within the new time frame.

The supervision and evaluation system implemented by the madrasah head, as well as cooperation among education personnel, has proven effective in ensuring timeliness and efficiency in carrying out tasks at MTs Al-Mansuriyah. This creates a productive and organized work environment, which in turn improves the overall performance of the institution. In addition, the use of organizational resources, both supporting and basic infrastructure, must be optimized. The purchase of resources should be based on need and their use should be in accordance with their respective tasks. Grade inputting, which is ideally done by teachers, is often transferred to education personnel because some older teachers lack understanding of technology.

The commitment of education personnel means their ability to carry out their duties well and be responsible for any work done. To achieve this, the role of the madrasah head is very important in maximizing existing resources, such as time and space management, to support the implementation of the duties of education personnel. Success in this task is highly dependent on the individual education personnel themselves. If education personnel have a good personality, they are more likely to carry out their duties effectively. In addition, education personnel must have time discipline, thoroughness, and diligence at work to ensure that work can be completed on time.

Responsibility is an important aspect that must be possessed by every education personnel and this must start from self-awareness. This is also recognized by students that education personnel are always ready to help when asked. Forms of responsibility in work by following predetermined procedures so that work can be completed properly and on time. To ensure that education personnel can be responsible for each task, they must be disciplined, obey existing regulations, carry out the tasks assigned by the madrasah head, and build good communication with fellow professionals.

Success in carrying out this task is highly dependent on the individuals of each education personnel. Those with good personalities are likely to be able to meet the demands of the job effectively. Time discipline, thoroughness and diligence at work are also key factors that ensure that each task is completed on time and to an adequate standard. Responsibility, in this context, includes self-awareness to complete tasks in accordance with established

procedures. Education personnel in madrasah are able to take responsibility for the tasks assigned, and are even ready to help each other when needed. This is not only recognized by madrasah staff, but also by students, who indicate that they feel cared for and supported in their learning process.

The importance of adhering to established procedures to ensure that all work is completed properly and on time. The importance of discipline, adherence to rules, execution of assigned tasks, and establishing effective communication with colleagues in carrying out their responsibilities.

### **3. Leadership Strategy of the Madrasah Head at MTs Swasta Al-Mansuriyah**

The head of madrasah is madrasah personnel who are responsible for all aspects of activities in the madrasah. The madrasah principal is not only responsible for the running of the madrasah in academic techniques, but also in the state of the madrasah environment with conditions and situations as well as relations with the general public around. Initiative and creativity that leads to the development and progress of madrasah is the duty and responsibility of the madrasah head.

The success of education in madrasah is largely determined by the success of the madrasah principal in managing and empowering all madrasah residents. A quality educational institution is achieved by the leadership of an effective and responsible madrasah principal. The madrasah principal's strategy is a series of plans as targets, policies or goals set by a madrasah principal in learning in accordance with existing conditions, so as to realize quality improvement in educational institutions.

Competency enhancement is a fundamental key in improving educational effectiveness in educational institutions. The implementation of comprehensive training and development programs, performance management and evaluation can systematically support this improvement. Through close collaboration between teaching and education personnel, it provides a valuable opportunity for them to improve their professionalism. This training program not only focuses on understanding, but also deepens the skills of education personnel. MTs Al-Mansuriyah prepares them to face modern challenges in education with greater confidence and preparedness.

Improving the competence of education personnel is a crucial step in improving the quality of education at MTs Al-Mansuriyah. When staff have better skills and knowledge, they can work more effectively and provide better services to their students. Investing in improving the competence of education personnel also has a significant long-term impact. Skilled staff tend to be more motivated and passionate about their work, which in turn improves student motivation and achievement. In addition, staff who continuously improve their competencies are able to keep up with the latest developments in education and technology, thus adapting methods to meet current and future needs.

Improving the competence of education personnel is a key aspect in improving educational effectiveness in educational institutions. The implementation of comprehensive training and development programs, good performance management and systematic evaluation can significantly support this improvement. Training programs not only aim to increase understanding, but also to deepen the skills of education personnel. For MTs Al-Mansuriyah, this will help the school build a reputation as an excellent educational institution, which can attract quality students and support the long-term sustainability of the school. Thus, investing in the competence of education personnel is not only about improving the quality of education today, but also preparing future generations to better face global challenges.

MTs Al-Mansuriyah makes fostering discipline the main foundation for maintaining order and improving learning ethos. Active leadership of the madrasah head and educational staff, consistent enforcement of rules, and the creation of a conducive learning environment are key in achieving these goals. Discipline development efforts do not only focus on enforcing rules, but also on students' understanding of the importance of discipline in the educational



process. This shows the commitment of MTs Al-Mansuriyah in building a positive and holistic culture of discipline to improve the quality of education.

The strategy that has been made by the head of MTs Al-Mansuriyah is quite ideal and maximum. Various parties both from teachers, as well as other education personnel who are directly involved in the implementation of the strategy can implement strategies that have been made good and have been communicated well by the madrasah head. All of these strategies will be carried out well if there is continuous cooperation between one party and another in this case, namely the head of the madrasa and other madrasa residents.

The strategy carried out by the madrasah head in improving the quality of education at MTs Al-Mansuriyah shows several important advantages which can be described as follows.

- a. *First*, increasing the competence of education personnel is the main focus. The implementation of comprehensive training and development programs plays an important role in improving the understanding and skills of education personnel. Good performance management and systematic evaluation support the continuous improvement of these competencies. This ensures that educators not only understand educational concepts in depth but are also able to apply the necessary skills in the context of modern education.
- b. *Secondly*, the discipline fostered by the madrasah principal is the main foundation in maintaining order and enhancing the learning ethos. Active leadership from the madrasah head and education staff, as well as consistent enforcement of rules, creates a conducive learning environment. In addition, programs such as lectures, seminars and training emphasize the importance of students' understanding of discipline, thus creating a positive and holistic culture of discipline.
- c. *Third*, the collaborative leadership adopted by the madrasah head encourages communication, teamwork and idea sharing among all employees. This collaboration facilitates the implementation of innovative ideas and ensures that planned strategies are effectively implemented. The continuous collaboration between the madrasah principal and the entire madrasah community plays a key role in achieving better educational goals.
- d. *Fourth*, motivation of education personnel is considered a key element in improving their morale and performance. The madrasah head gives appreciation for achievements, builds family relationships and provides support in facing challenges. These measures increase the motivation of education personnel, which has a positive impact on the quality of teaching and a better learning atmosphere for students.
- e. *Fifth*, improving the reputation of the madrasah is one of the positive results of the strategy. By improving competence and discipline, MTs Al-Mansuriyah built a reputation as a superior educational institution. This positive reputation attracts quality students and supports the long-term sustainability of the school.
- f. *Finally*, adaptation to modern developments is also an important focus. Education personnel who continuously improve their competence are able to keep up with the latest developments in education and technology. This allows them to adopt the latest methods and technologies according to current and future needs.

Overall, the madrasah principal's strategy that focuses on improving the competence of education personnel, fostering discipline, collaboration, motivation, and improving the reputation of the madrasah are holistic and effective steps in improving the quality of education at MTs Al-Mansuriyah. These strategies not only improve the quality of education today but also prepare future generations to better face global challenges.

Although the strategy implemented by the madrasah principal at MTs Al-Mansuriyah has many advantages, there are some weaknesses that need to be considered in academic analysis.

- a. *First*, the success of this strategy is highly dependent on the individual leadership of the madrasah head. The high dependence on the ability and initiative of the madrasah head creates the risk of the strategy being unsustainable in the event of a change in leadership

- or if the madrasah head does not share the same vision. The long-term success of this strategy requires strong leadership continuity.
- b. Second, the implementation of training and competency development programs can face resistance from education personnel. Education personnel who are less accustomed to change or who feel comfortable with existing methods may show resistance to new programs. This resistance can hinder the achievement of expected competency improvements.
  - c. Third, limited resources are a significant obstacle in implementing this strategy. Increasing the competence of education personnel and fostering discipline requires a large allocation of resources, including time, funds and energy. Limitations in this regard can hinder the optimal implementation of the planned program.
  - d. Fourth, an evaluation system that is inconsistent or less systematic can hinder performance management and the development of the competence of education personnel. Evaluations that are not carried out regularly and thoroughly can cause training programs to be less effective and not achieve the desired goals.
  - e. Fifth, although collaboration between madrasah heads and education personnel is highly encouraged, in practice there may be communication gaps or a lack of active participation from all parties. Uneven involvement of all education personnel can reduce the effectiveness of the planned strategy.
  - f. Sixth, an overemphasis on fostering discipline can neglect other aspects that are also important, such as students' creativity and freedom of opinion. An overly strict approach can create a less flexible and innovative learning environment, which in turn can have a negative impact on student development.
  - g. Seventh, efforts to motivate education personnel must be carried out consistently and purposefully. Inequality in providing motivation can cause some education personnel to feel less valued or supported, which has a negative impact on their enthusiasm and performance.
  - h. Eighth, adaptation to modern developments can be slow if education personnel do not have adequate access to training in the latest technology or if there is insufficient support to adopt new methods. This slow adaptation process can reduce the relevance of the education provided to current and future needs.

By understanding these weaknesses, the madrasah head and all relevant parties at MTs Al-Mansuriyah can take steps to overcome existing challenges and improve the effectiveness of the strategies implemented. Continuous evaluation and adjustment of strategies based on feedback can help optimize expected results.

## CONCLUSION

The preparation of plans and strategies by the madrasah head at MTs Al-Mansuriyah is an important step to improve the performance of teaching staff and lead to quality education. The main focus is on improving the performance of education personnel through professional development programs and the use of technology, as well as transparent and accountable management. The quality of work of education personnel determines the success of educational institutions. This performance can be improved through clear direction, appropriate division of responsibilities and regular training relevant to technological developments and educational needs. Quantitative evaluations also highlight the importance of time management, productivity and punctuality. The madrasah principal has a crucial role in managing all aspects of madrasah activities, including environmental conditions and community relations. This responsibility includes developing initiatives and creativity that support the progress of the madrasah, as well as ensuring educational success by managing and empowering the entire madrasah community. Close collaboration between teaching and education personnel strengthens their professionalism and prepares them for the challenges of contemporary education. MTs Al-Mansuriyah

demonstrates a strong commitment to building a positive disciplinary culture, creating a conducive learning environment and improving the quality of education holistically.

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