

Effectiveness of Charismatic Leadership of Madrasah Principal in Improving Teacher Performance Mas

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ARTICLE INFO

Keywords:

Effectiveness; Leadership;
Charismatic; Improving
Performance; Teachers

Article history:

Received 2024-01-01

Revised 2024-02-12

Accepted 2024-06-30

ABSTRACT

This research was conducted because every teacher is able to follow the program that is the goal of education in improving the quality of students. Described through the achievements that have been achieved by students. And this is inseparable from the leadership style of the madrasah head. This study uses a qualitative research design with an ethnographic approach focusing on social research. Researchers go directly to the field of data collection techniques, namely interviews, observation and documentation. Regarding data analysis, the author uses techniques, namely data reduction, data display, and conclusions. Data validity techniques with data triangulation. Validation is done by comparing statements from other parties. The principal of MAS Darul Amin madrasah in improving teacher performance through various well-structured programs with teachers and significant efforts. The madrasah head's contribution is designed to meet all the necessary needs of the teachers. The principal of Darul Amin madrasah makes every effort to ensure that quality improvement programs are optimally implemented, addressing not only those aspects managed by individual teachers but also the entire school system. These efforts include innovative strategies and systemic reforms that integrate all aspects of the education environment. By addressing these challenges through ongoing dialogue and collaborative problem-solving, the madrasah can develop an adaptive and resilient education program. The madrasah head plays a critical role in ensuring the effectiveness of all communication processes within the institution.

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INTRODUCTION

Teacher performance in madrasah Aliyah is a description of how teachers carry out their duties and responsibilities in facilitating student learning and contributing to the overall success of learners (Marpaung, S.F., Miranda, N., Syaroh, M., 2023). Teacher performance is strongly influenced by the quality and quantity of work they do in accordance with the responsibilities given (Dina, A., Yohanda, D. Fitri, J., Hakiki, M. U., 2022). The effectiveness of teachers in carrying out their duties has a direct impact on educational outcomes and student development (Rohmawati, 2015). This correlation underscores the importance of teacher dedication to excellence and the reach of their teaching efforts. In addition, the performance picture is the result of a job assessment carried out by comparing the results of work with predetermined criteria. (Djamaluddin Perawironegoro, 2018).

Teacher performance in madrasas is closely related to the pedagogical approach used (Susimawati, S., 2020). Unlike conventional schools, madrasas often emphasize memorization of religious texts, such as the Quran, alongside traditional subjects such as mathematics and science (Hikmah, A., Asiah, M., Imamuddin, 2023). Effective teachers in this context are adept at balancing both objectives. They use didactic methods that cater to the extensive memorization of religious content while integrating contemporary pedagogical techniques to foster critical thinking and problem-solving skills (Ruskandi, K., 2016)

Motivation plays an important role in determining how enthusiastically teachers engage with their roles and responsibilities in an educational setting (Arianti, 2018). Competence, both in terms of subject mastery and learning strategies, has a significant impact on learning delivery and student learning outcomes (Ramadhani, D. A., 2022). Social and emotional competence (SEC) is essential for fostering positive relationships with students and colleagues, thereby creating a supportive classroom climate conducive to learning (Widiastuti, 2022). In addition, teacher well-being, which is influenced by factors such as workload and job satisfaction, directly affects overall job performance and effectiveness (Masfufah, N. F., Rindaningih, 2024).

Basically, teacher performance is the main key factor in determining the success of education as seen from the learning achievement of students (Syukri, 2023). And the development of teacher performance cannot be separated from the role of the principal's leadership in developing teacher performance is a matter of great urgency for the progress of the movement to achieve success in educating each student (Istijarti, 2023). If teachers are well supported emotionally and mentally, they will be better equipped to effectively manage classroom dynamics, respond to students' emotional needs, and create an atmosphere conducive to learning and growth (Rizqa, M., Nahda, A., Melani, 2023). Integrating an SEL program further enhances these efforts by providing a structured framework for developing students' emotional intelligence and interpersonal skills, reinforcing positive behaviors, and improving the overall classroom climate (Allo, K. T., Sariawan, Sara, 2024).

Evaluating teachers through observational metrics, and instead emphasizing the need for a comprehensive assessment of teacher performance (Kamaruddin, I., Sari, M. N., Abdurrahman, Istiqomah, Herman, Andriani, 20224). They argue that relying solely on observational measures may not cover the entire spectrum of teacher effectiveness in the classroom, so they advocate a broader evaluation framework that takes into account various aspects of teaching quality (Idrus L, 2019). This approach, they argue, is important to encourage accurate and in-depth assessment of educators' impact on student learning outcomes and overall educational effectiveness.

An organization not only expects capable and skilled human resources, but more importantly how its employees work hard and desire to achieve optimal work results (Guterres & Supartha, 2016). The success of educational goals depends on how human resources support each job. (Falah, 2015). Human resources have a close relationship with teacher performance so that it can be optimal, if it is integrated with components per school, whether it is the principal, teachers, employees or students. Without an effort to improve teacher performance, all efforts to improve education can run aground. Because the high and low performance of the teacher can be used as a measure of the success of the school in carrying out its duties and functions (Supardi, 2016).

A leadership pattern or style is a person's way or technique in exercising a leadership and trying to influence the behavior of the people he manages. It can be said that leadership style affects employee performance to increase work productivity in order to achieve goals (Noor, 2019). In this context, the principal's leadership as a leader in an educational organization has a significant impact on the success of the educational institution. Any leadership as a process in self-development and more focused in behavior and action. (Syarnubi, Syarnubi, Firman Mansir, Mulyadi Eko Purnomo, Kasinyo Harto, 2021)

Leadership puts forward the development of organizational members for the advancement of education, providing direction and support and even reinforcement behavior. In contrast, charismatic leadership theory emphasizes symbolic leader behavior, visionary and inspirational abilities, nonverbal communication, appeal to ideological values, self-sacrifice of followers and performance that exceeds expectations. Leadership theory attempts to provide a view of the

leadership factors that determine success in implementation. Principals who are actively involved in the professional growth of their teachers can inspire higher levels of commitment, creativity and teaching effectiveness (Murni, M., & Saputra, 2023).

By prioritizing strategies that support and improve teacher performance, madrasah principals play an important role in ensuring the delivery of high-quality education, which ultimately benefits students and the wider education community. Madrasah principals should implement strategies that can increase teacher motivation, a more targeted and detailed approach is also needed to further improve teacher performance, especially in areas that face major challenges such as inadequate Management strategies aimed at improving the internal quality of madrasahs include several key elements (Syarnubi, 2020). These include concentrated efforts on improving the overall quality of education, which involves refining the curriculum framework and aligning educational standards with contemporary pedagogical practices. In addition, there is an emphasis on intensifying the incorporation of local content to enrich students' cultural and historical understanding within the educational context. Improving teacher quality through comprehensive professional development programs is also important, to ensure educators are equipped with the necessary skills and knowledge to deliver effective teaching. Active learning processes are actively promoted to foster student engagement and a deeper understanding of the subject matter, supported by adequate facilities that facilitate a conducive learning environment (Rahmatullah, 2021).

Madrasah principals can apply effective motivational strategies to teachers while taking into account the unique circumstances of each educational environment. For example, in areas with poor infrastructure, investing in better facilities and resources can improve the teaching and learning experience. Similarly, in areas with limited financial support, providing adequate salaries and incentives to teachers can significantly improve their morale and commitment (Hidayat, D. N., Kultsum, U., & Wang, 2020). A universal approach is not enough; interventions tailored to address the specific needs and barriers in different regions are essential to achieve sustainable improvements in teacher performance.(Syarnubi, Alimron, 2023)

Factors that influence leadership effectiveness are as follows: a. personality, b. supervisor behavior, c. subordinate behavior, d. task needs, e. organizational climate, f. organizational climate, f. teacher performance. Task requirements, e. Organizational climate, f. Peer behavior. The above leadership makes an effective contribution to work by instilling moral purpose and commitment to work in the organization, not by influencing followers' cognition or task environment, or by offering material incentives and threats of punishment The effectiveness of the principal's leadership in achieving educational goals can carry out its functions and be able to realize the vision, mission, and goals of education (Syarnubi, S., Fauzi, M., Anggara, B., Fahiroh, S., Mulya, A. N., Ramelia, & Ulvia, 2023).

Various studies have explored methods to improve teacher performance, which include strategies such as classroom observations, value-added assessments and student achievement metrics. Classroom observations allow for direct evaluation of teaching practices and provide immediate feedback to educators. Value-added assessments measure teacher effectiveness based on student progress over time, providing a more longitudinal perspective on teacher impact. Student achievement metrics, which analyze standardized test scores and other academic outcomes, provide quantifiable data that can be used to identify areas for teacher development.

This research is important because it discusses and deepens the effectiveness of the principal in improving teacher performance so as to get maximum results in educational achievement. Every leader certainly has a different leadership style even though the goals are the same. And every leadership style has its negative effects and positive effects. However, for researchers, charismatic leadership is a very interesting leadership style to study and discuss because not many people have this leadership style. As expressed by Kartini Kartono that charismatic leadership is "leaders who have special strength, allure, and authority so that they can influence others, and can be said to have followers who are not a small number who can be trusted.(Alimron, Syarnubi, 2023)

This charismatic leadership style includes the style exemplified by Rosulullah as a role model in terms of education. Similarly, Muhammadiyah Wahyudi, S.H.I who has served as principal of MAS

Darul Amin since 2014 until now, he exemplifies and illustrates a charismatic person. In the school environment and the community he is a person who is admired by teachers and students or students by having the radiance of authority he becomes a role model for people who look at him. The principal is very loyal and embraces all school personnel to involve themselves in various school activities. So that the educators at MAS Darul Amin obey and follow all instructions given with charismatic leadership he is able to give them a sense of having a high spirit of performance effectiveness. (Syarnubi, 2023)

From the observations above, researchers understand that every teacher is able to follow the program which is the goal of education in improving the quality of students. Described through the achievements that have been achieved by students. And this is inseparable from the leadership style of the madrasa principal because it is indirectly related to teachers for educational achievement. Thus this raises the question of how effective is the leadership of the madrasah principal in improving the performance of his teachers? So with this question, the researcher felt that this needed to be studied and the researcher was interested in conducting research with the title "The Effectiveness of the Charismatic Leadership of the Madrasah Principal in Improving Teacher Performance at MAS Darul Amin".

METHODS

The research was conducted at Darul Amin Islamic Boarding School which is located at Jl Medan-Kutacane Km. 31 Tanoh Alas Village, Babul Makmur District, Southeast Aceh. This study uses a qualitative research design with an ethnographic approach focusing on social research. Researchers go directly to the field to interview, observe and understand the record data obtained with the aim of knowing the conditions that occur in the field. To get the data needed by researchers through several data collection techniques, namely interviews, observation and documentation. Regarding data analysis, the author uses techniques, namely data reduction, data display, and conclusions. This research also presents data validity techniques with data triangulation. Validation is done by comparing statements from other parties with what is expressed by the research subject, and contrasting this with the results of field observations.

FINDINGS AND DISCUSSION

1. Madrasah Head's Program to Improve Teacher Performance

Educational institutions with their contributions are expected to get an increase in the performance of teachers in the institution. The program initiated by the madrasah principal is an essential step in efforts to improve the quality of education in the madrasah.

The madrasah principal always tries to improve teacher performance to bring changes to student learning outcomes and professional teacher performance. With the program established by the madrasah principal in the table, it forms a collaboration between the madrasah principal and the performance of teachers for the achievement of education.

Table of Effectiveness of Madrasah Principal Leadership in terms of Managerial Aspects

	Managerial Stage	Program	Nature
1	Program Planning	Synergy of vision and mission with pesantren managers	Facultative
		Annual Agenda Creation	
2	Organizing	Division of organizational structure	Annual

		Placement of Pesantren Teachers in the Madrasah Structure	Annual
3	Implementation	Extracurricular Program	Annual
		Science Learning Guidance for OSM	Semester
4	Evaluation	Madrasah Evaluation System	Weekly
			Monthly

With the program established together with teachers, this is the main capital in carrying out operations in the field. There is a weekly evaluation to fix the program that has been determined to bring changes to the performance of teachers who do not run the program. The program created by the madrasa head was shared through the madrasa head's interview, which includes training and continuous professional development such as teacher workshops, effective supervision, and providing constructive feedback. Then various workshops and seminars are held to help teachers update their knowledge and skills. In addition, I also conduct regular performance evaluations to identify areas that need to be improved to achieve educational goals.

Indirectly, the teacher feels the contribution made by the madrasah head to support the course of the program that has been formed and continues to provide support for teacher performance to achieve the value of an optimal teacher performance in the form of providing everything that supports teacher performance. The madrasah head is not only a stakeholder but as a motor of the direction of educational goals at Darul Amin madrasah, in this development the vision that is carried out until MAS Darul Amin can be up to date is to create an institution that is not only academically superior but can also foster moral integrity and holistic development in students and teachers, I liken this madrasah to a beacon of educational excellence and a model for other madrasahs to follow in Southeast Aceh. It is about fostering an educational environment where students are carefully prepared by teachers to be ready for academic success and personal growth". The principal's vision centers on transforming Darul Amin into a leading institution known for academic excellence, moral integrity and holistic development. This vision is not only aspirational but also firmly rooted in practical steps and achievable goals, making it inspiring and attainable for teachers and students. This statement reveals that the leadership style of the madrasah head with vision, mission, and articulation of personal risk can create a dynamic and passionate environment. MAS Darul Amin with a leader like this is not only a respected figure, but also able to drive real change in the organization or society, especially in the progress of MAS Darul Amin institutions of course. With a strong vision, a clear mission, and the courage to take risks, the Head of madrasah is able to lead his followers towards extraordinary achievements in the world of education. (Alimron, Syarnubi, 2023)

The charismatic leadership style of madrasah principals in the context of education requires high sensitivity to the dynamics and challenges faced by the current educational environment. Charismatic leaders must not only have an inspiring vision and the ability to motivate, but must also be sensitive to the needs and changes happening around them. This sensitivity includes a deep understanding of the needs of students, teachers and the educational community, as well as the challenges posed by technological developments, curriculum changes and social issues affecting education.

It can be concluded that the madrasah head provides an improvement in teacher performance with all the programs established and provides more effort and with the vision and mission that the madrasah head forms to refer to the management of strategies to improve teacher performance. With all forms of contributions made, it is hoped that it will fulfill all the needs to achieve educational goals and the quality of student learning outcomes. Moreover, the madrasah must be able to carry out its strategic role as a manager of institutions and education so that the quality of madrasah

education can be maintained and has a charismatic concern to optimize all existing resources to support improvements in the quality of education (Krisbiyanto, 2019).

2. Implementation of Madrasah Principal Program towards Improving the Quality of Teacher Performance

The madrasah principal plays an important role in improving quality through various programs and policies in creating a conducive learning environment. Several studies have highlighted the importance of several key factors in improving the quality of education in the institution. Improving school leadership is critical, as effective leadership sets the institutional direction and fosters an environment conducive to growth and innovation.

Equally important is improving teacher performance through targeted professional development and support mechanisms, ensuring educators are equipped with the necessary skills and resources to excel in their roles. Additionally, fostering a conducive learning culture in these institutions is essential, as this can foster student engagement, motivation and overall academic achievement. By addressing these interconnected elements of leadership effectiveness, teacher performance, and learning culture educators and administrators can collaboratively work towards raising educational standards and developing a dynamic and intellectually enriching academic environment (Muhammadi et al., 2015).

Some of the main programs that madrasah principals apply to teachers to improve the quality of education include curriculum development, improving the quality of teaching, and strengthening school management". Madrasah principals must also perform their function as the highest leader in educational institutions and provide all their abilities to improve the quality of education with policies that are in accordance with educational goals. With the role of the principal who contributes to the progress of education, this is the main capital in the development of educational institutions. One of the main programs implemented by madrasah principals is curriculum development that is relevant and in accordance with student needs.

Students are the cornerstone of the education system, as their presence is essential for the teaching and learning process to run smoothly. To assess the progress and stability of student performance, the researchers analyzed data from the past four years, focusing on graduation rates. The data showed that MAS Darul Amin has maintained a stable number of students with no decline, evidenced by the increase in graduates over the past four years. School management is also important because effective school management from the madrasah principal's program will have a profound effect on teacher performance. (Syarnubi, 2019)

The madrasah principal believes that the success of the level of education is seen through how an institution supports the performance of teachers in terms of infrastructure for educational achievement. The madrasah principal is fully responsible for ensuring that all aspects of school operations run smoothly and support every learning process. The impact seen by the madrasah principal on the programs that have been implemented is described by the students' learning outcomes. With their commitment and consistent efforts, the madrasah continues to improve and produce competent and competitive graduates.

Effective school management is also part of the madrasah principal's program to improve quality. With good management, school resources can be managed efficiently, from physical facilities to financial budgets. All the increased quality of teaching is reflected in the increased quality of education produced by MAS Darul Amin in the documentation in the table, namely:

Institution Achievement List Table

No	Achievements	Year	Description
1	1st place for the cleanest Dayah in Aceh Province	2017	Institution
2	1st overall winner of the Santri Creativity Festival (FKS)	2021	Institution

	between Islamic boarding schools in		
3	1st overall winner of the Santri Creativity Festival (FKS) between Islamic boarding schools in Southeast Aceh Regency	2022	Institution
4	Santri Camp Week between Islamic boarding schools in Southeast Aceh Regency	2022	Institution

It is concluded that the principal makes every effort to implement the program in terms of quality improvement to run optimally, in the sense that quality improvement is not only in terms of the aspects that a teacher lives but as a whole both in communication and application in the field, it can be carried out both from school management, finance, and others. The role of the madrasah head that has been stated through interviews with the deputy curriculum teacher and the madrasah head shows all efforts and breakthroughs in order to achieve the desired quality.

3. Teachers' perspective on the program designed by the Madrasah Head in improving performance

In general, the perspective on a program that will be undertaken will provide behavioral results that are positive or negative, at Madrasah Aliyah Darul Amin the teacher's perspective on the program designed is very necessary so that the program can be implemented properly. Regarding my perspective in the program that will be undertaken, it involves many things. For example, as a small example, I who interact directly with students every day can provide input on how the program can be adjusted to the real needs and conditions in the classroom. A more practical and realistic approach is usually more effective than a theoretical one. With different perspectives among teachers, this can also lead to different results and the involvement of teachers in the program design process will certainly lead to different results based on their respective perspectives.

Having teachers involved in programme development has many benefits. Firstly, the programme designed will be more relevant and in line with the needs of the students. Secondly, teachers will feel more valued and motivated to run the programme wholeheartedly. Third, teachers' involvement can increase their sense of ownership of the programme, so they will be more committed to its implementation. This will all have a positive impact on the success of the programme and the achievement of education goals.

However, accommodating teachers' perspectives can be challenging. Differences in background, experience and understanding between programme designers and teachers in the field can create gaps. Therefore, effective and open communication between both parties is necessary. Through constructive dialogue, it is hoped that harmony can be created between the policies designed and the implementation in the field.

An important aspect of madrasah principals' leadership is their commitment to continuous improvement and innovation in education. They are keenly aware of the evolving educational landscape and are proactive in integrating modern pedagogical methods and technologies into the madrasah curriculum. In this case, the leadership of MAS Darul Amin madrasah principals is very sensitive to current educational developments and challenges. They consistently keep up to date with the latest educational technology trends and integrate them into the madrasah curriculum, which shows a keen understanding of the importance of technology in modern learning. In addition, the madrasah head is very supportive of training and professional development for teachers, to ensure every teacher is always prepared for change.

One notable example is the WORKSHOP on leadership and teamwork that she initiated. These workshops are very popular with teachers and significantly improve their ability to work collaboratively and lead effectively. Her personal involvement in these programs, either by giving inspiring talks or participating in various activities, has made a huge difference. The teachers indirectly admire her and are inspired to develop their own leadership skills. In doing so, the madrasah principal ensures that the students of MAS Darul Amin are not only academically proficient, but also equipped with the necessary skills to succeed in the 21st century.

The head of Madrasah Darul Amin can significantly improve the performance of the institution by utilizing charismatic leadership, especially in the areas of supervision of teaching and learning activities (KBM) and development of life skills. Charismatic leaders are known for their ability to inspire and motivate their followers through vision, enthusiasm and strong personal relationships. In the context of Madrasah Darul Amin, such leadership can create teaching staff who are more engaged and motivated to improve educational outcomes.

The leadership of madrasah principals in supervising KBM can foster a culture of continuous improvement among teachers. By actively participating in classroom observations and providing constructive feedback, principals can help teachers refine their pedagogical techniques and adopt innovative teaching practices. This hands-on approach not only boosts the confidence and competence of teaching staff but also ensures that the curriculum is delivered effectively, meeting the diverse learning needs of students. The Madrasah Head's tangible commitment to educational excellence can inspire teachers to strive for higher standards and take advantage of professional development opportunities, ultimately leading to better student performance.

From several interviews, it is known that overall, teachers' perspectives on the designed program play a crucial role in determining the success of the program as the madrasah head has implemented a series of strategies in paying attention to and accommodating their views, education programs can become more relevant, effective, and sustainable even though there are sometimes obstacles that often occur from different teachers' perspectives. This forward-thinking approach has positioned the madrasah principal as a leader in educational innovation, setting standards to be followed by other madrasahs by establishing several programs as the madrasah principal's strategy to improve the quality of education with a transformative leadership style. There is a need to revitalize school leadership strategies to foster synergy between teachers and staff, improve learning processes and tools, and increase community and government participation is essential to improve the quality of education. (Alimron, Syarnubi, 2023)

4. Leadership Patterns of Madrasah Heads in Communicating Teacher Performance Improvement Programs to Run Effectively

Effective communication within an institution is the key to successfully implementing a teacher improvement program in the madrasah. The madrasah principal's dedication to the progress of this educational strategy program communicates and encourages a proactive approach to personal and professional growth.

The madrasah principal regularly encourages teachers to set personal and professional goals by providing the necessary support to achieve them. The support provided by the madrasah principal and school includes access to advanced training programs, opportunities for further education and platforms to share and implement innovative ideas. With this encouragement, we indirectly want to be an integral part of the madrasah's mission.

As a leader not only has a strategy but a goal to continue to develop, the commitment that must be built by the madrasah head to improve teacher performance is to engage in professional development activities regularly, attend educational seminars, pursue advanced certification and follow the latest trends in educational pedagogy assessment. All of these will not only improve their own abilities but set the standard for the entire madrasah apparatus. One of the principal's initiatives is the annual teacher innovation program, which seeks to encourage teachers to develop and implement innovative teaching strategies in their classrooms. Learners receive teacher guidance and

support throughout the process and successful projects are recognized and rewarded by the principal.

The existence of educational leadership and creative educative and innovative teachers only need to prepare subject matter which is an absolute obligation to foster student personality. Data on the number of teachers at MAS Darul Amin consists of 16 people with diverse backgrounds and based on their functions, 5 men and 11 women, all of whom have an average bachelor's degree in 2023-2024. Of all the number of teachers recorded, they are all still in non-civil servant status and are not included in other agencies or are still in honorary teacher status, but they are recorded in the Madrasah EMIS account.

The inspirational thinking of the head of Darul Amin madrasah is an important element in developing teachers' competencies. The principal's ability to envision a brighter future in education and communicate this vision to all teachers has attractively mobilized the madrasah community for a common goal. In addition, the principal actively promotes a supportive and collaborative environment. By fostering open channels of communication and encouraging teamwork, she has created a culture where teachers and students feel confident to express their ideas and take initiative. This inclusive atmosphere has resulted in various successful projects and programs that have significantly improved the performance of the madrasah

It can be concluded that the leadership of madrasah principals in improving teacher performance is indeed real, with a strong focus on self-development and inspirational thinking is very powerful and no less important in improving performance in institutions. By providing examples of continuous learning and fostering a shared vision of excellence, the principal of Darul Amin madrasah has indirectly created a dynamic and motivated environment. This approach to leadership not only enhances the educational experience for students but also ensures that MAS Darul Amin remains at the forefront of educational innovation and excellence.

The leadership stance of the head of Madrasah Darul Amin exemplifies charismatic leadership in its ability to significantly improve teacher performance through active involvement in curriculum development and fostering a deep understanding of responsibility. Central to this leadership style is a visionary approach that not only sets clear goals, but also actively involves teachers in shaping the educational framework of the madrasah.

The madrasah principal's leadership style is inclusive and supportive, and teachers feel that they are given clear guidance on their responsibilities as teachers on how our teaching can contribute to the overall educational goals of the madrasah. This clarity helps us understand our role in achieving excellence. In addition, the madrasah principal encourages professional development opportunities that are directly related to our teaching needs, such as workshops on effective classroom management and integrating technology into lessons. This support motivates us to continuously improve our skills and adapt to new challenges in education.

The madrasah principal's distinctive leadership style inspires a culture of continuous improvement among teachers. By championing professional development initiatives, such as workshops, seminars and collaborative learning opportunities, the madrasah principal ensures that teachers have access to the resources and support needed to improve their pedagogical skills and approaches. A well-designed pattern of communicating the program ensures that all parties not only teachers are involved in understanding the objectives, strategies and steps to be taken to achieve improved teacher performance.

CONCLUSION

The principal of MAS Darul Amin madrasah in improving teacher performance through various well-structured programs with teachers and significant efforts. The madrasah principal's contribution is designed to meet all the needs necessary to achieve educational goals and improve the quality of student learning outcomes. The madrasah support and comprehensive resources provided by the principal ensure that teachers are equipped and facilitated to deliver high-quality education and drive continuous improvement in the madrasah. The principal of Darul Amin madrasah makes every effort to ensure that the quality improvement program is optimally

implemented, not only addressing aspects managed by individual teachers but also covering the whole school system, including management, finance and other important areas. The role of the madrasah head, as highlighted by the researcher through interviews, shows a dedicated commitment to achieving the desired quality. These efforts include innovative strategies and systemic reforms that integrate all aspects of the educational environment. By developing a holistic approach to quality improvement, the madrasah principal ensures that each component of the institution contributes effectively to overall educational outcomes, creating a cohesive and well-supported framework for continuous improvement.

However, this process is not without its challenges, as the diverse perspectives and experiences of teachers can sometimes act as barriers. These barriers, while potentially complicating the design and implementation phases, also offer valuable opportunities for iterative improvement and innovation. By addressing these challenges through ongoing dialogue and collaborative problem-solving, madrasahs can develop adaptive and resilient education programs that ultimately improve the overall educational experience for students. The madrasah head plays a critical role in ensuring the effectiveness of all communication processes within the institution, thereby facilitating the comprehensive delivery of information.

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