



ANALYSIS OF THE STRATEGY OF THE HEAD OF MADRASAH TSANAWIYAH NURUL ISLAM ALAI IN IMPROVING THE QUALITY OF LEARNING

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ABSTRACT

This study aims to analyse the quality management strategies implemented by the Head of Madrasah Tsanawiyah Nurul Islam Alai to enhance learning effectiveness. The topic was chosen due to the critical role of leadership in improving educational quality, particularly in madrasahs that often face challenges such as low learning outcomes, limited use of innovative methods, and insufficient supervision. A descriptive qualitative method with a case study approach was employed. Data were collected through in-depth interviews with the madrasah head, direct observations, documentation studies, and secondary sources such as relevant journals and books. Data analysis involved source criticism, data organisation, and conclusion synthesis. The findings reveal that the madrasah head applied Total Quality Management (TQM) strategies, focusing on improving learning facilities, teacher training, and collaboration with parents. Active community participation through regular meetings and communal activities served as key supporting factors. However, challenges such as inadequate infrastructure and a shortage of teaching staff hindered programme optimisation. To address these issues, the madrasah head submitted proposals for government assistance and recruited teachers from nearby schools. Positive impacts of these strategies included increased student engagement, better material comprehension, and enhanced teaching quality. The study concludes that visionary leadership, stakeholder collaboration, and participatory approaches are pivotal to successful educational quality management. These findings provide practical insights for madrasahs in designing adaptive quality improvement strategies, though contextual considerations are necessary for broader generalisation.

Keywords: Management, Quality, Education, Head of Madrasah, Learning.

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INTRODUCTION

The term "implementation," as defined in the Big Indonesian Dictionary (KBBI), refers to the execution or application of a plan or idea to achieve a particular goal. It indicates that there are concrete steps taken to realise a desired outcome. In this context, Webster's Dictionary describes "to implement" as the act of providing the means necessary to carry something out and creating a practical effect to it. Thus, implementation is not just about planning, but also includes the actual process by which ideas are put into practice. Overall, implementation involves all the actions needed to ensure that plans can be implemented effectively and produce results that can be felt and measured (Yuliah, 2020).

Meanwhile, the quality of education is a crucial issue in nation building. Madrasah as one of the educational institutions has an important role in producing quality human resources. The madrasah head, as a leader, has a great responsibility in implementing quality management to improve learning effectiveness. However, in reality, there are still

various problems related to the quality of learning in madrasahs, such as low student learning outcomes, less than optimal use of innovative learning methods, and lack of effective supervision. Various quality management strategies can be applied in education to overcome these problems including Total Quality Management (TQM), Six Sigma, and ISO 9001.

Therefore, educators need to create effective learning. Effective learning is a much-needed learning activity within the school environment. Learning must be managed in an orderly, structured, and organised manner. Because in a lesson there is an effort made by educators to provide effective lessons. With the occurrence of an effective learning, communication between teachers and students is established. The appropriate method will greatly affect the way students learn and student satisfaction. In a learning process there are 3 important aspects that need to be considered, namely students, the learning process, and comfort in learning. Effective learning can be seen from the quality of learning, student activeness in it, and student understanding of the material conveyed (Junaedi, 2019).

The curriculum also plays an important role as a guideline and reference for management in the learning system. It includes the selection of learning resources, evaluation systems, and all activities designed to provide knowledge to students. This curriculum is prepared by an institution or certain parties to carry out the education and learning process in order to achieve educational goals (Siregar, 2018).

In this case, the role of the madrasah head is also very much needed in improving the quality of learning. The madrasah principal is the most important and most influential person to improve the resources in the school or madrasah. The principal or madrasah must have a breakthrough that is able to realise adequate educational facilities and infrastructure to optimise learning in a school or madrasah environment. However, to make improvements to an educational institution, it is not only the burden of the madrasah principal but also the need for input from school people or educators with an effort to improve things that have not been maximised before either from effectiveness or improvement of the source of educators to be more optimal. Efforts coupled with cohesiveness will create a good result. And for this improvement, it is not only specific to students and teachers but also the head of the madrasa needs to conduct self-evaluation (Kamaludin, 2023).

A collaborative culture involves values that include a long-term view, the ability to anticipate change, and the importance of communication and dialogue. It also emphasises respect, empowerment, cooperation, risk-taking, tolerance of uncertainty, and diversity. In schools, a collaborative culture means that teachers interact with each other to share information and use each other's expertise to improve their teaching. Through this collaboration, teachers can create new knowledge and find innovative ways of teaching, which can improve student achievement. This culture builds a structured process of co-operation where teachers depend on and influence each other to achieve better results. Gruenert identifies six aspects of a collaborative culture in schools: collaborative leadership that shows how leaders build relationships with teachers; collaboration among

teachers to share information; professional development that focuses on self-improvement; support among colleagues for effective co-operation; unity of purpose that shows shared commitment; and learning partnerships that involve co-operation between teachers, parents and students. Thus, a collaborative culture is essential for creating a favourable environment for improving the quality of education (Kasmawati, 2019).

In addition, the madrasah head must be able to provide motivation that can encourage teachers to be better, from there a good collaborative relationship begins to be created. Teachers are given space to provide suggestions in the future, expressing what the teacher feels. The principal is also the mediator if there is a problem, setting a good example such as cleanliness, the principal goes directly and then motivates the teacher to do this. So the principal is not only the one who regulates but also exemplifies (Alhabisyi et al., 2022).

Analysis is an investigation that aims to understand the true state of affairs by involving the decomposition of information from various components. This process not only evaluates and identifies existing problems, but also explores the root causes of these problems. Thus, analysis serves as an important step to find the expected solution, so as to overcome the detected deficiencies and improve the quality of the existing situation (Sagembra & Muksin, 2021).

School or madrasah principals also need to have a vision and mission. The development of vision and mission is very important because this is the spearhead to realise the goals that the madrasah principal wants to achieve. A good vision and mission will become the main basis for an initial desire to be realised. The vision and mission are usually assisted by teachers, parental input, and the thing to do is to create a sense of shared ownership to collaborate. It can be interpreted that leadership in developing mission and vision is the initial foundation for a stronger foundation (Suryadi et al., 2023).

Several previous studies corroborate the urgency of quality management strategies in the context of madrasah. The effectiveness of learning in madrasah is highly dependent on the principal's leadership capacity in integrating continuous teacher training and active community participation (Fitriani., 2020). A collaborative environment between principals, teachers, and parents significantly increases educators' motivation(Arifin et al., 2024; Alhabisyi et al., 2022). However, the implementation of quality management is often hampered by budget constraints and resistance to structural change (Hidayat., 2019). There is a need for an in-depth case study-based contextual approach to designing adaptive leadership strategies in Tsanawiyah madrasas (Yusuf., 2021). These cumulative findings highlight the gap between quality management theory and practice in the field, thus requiring specific studies such as this research.

Specifically, this study will answer questions regarding quality management strategies implemented by the head of Madrasah Tsanawiyah Nurul Islam Alai in improving learning effectiveness, factors that support and hinder the implementation of these strategies, and the impact of quality management strategies on learning effectiveness in the madrasah.

Thus, this study aims to analyse the quality management strategies implemented by the head of Madrasah Tsanawiyah Nurul Islam Alai in improving learning effectiveness. Then identify the factors that support and hinder the implementation of these quality management strategies. And finally, to analyse the impact of the quality management strategy on the effectiveness of learning in the Nurul Islam Alai Madrasah.

Theoretically, this research is expected to enrich the treasure of knowledge about education quality management, especially in the madrasah environment. Practically, the results of this study can provide input for madrasah principals, teachers, supervisors, and other education stakeholders in formulating and implementing effective quality management strategies to improve learning quality. This research is limited to a case study at Madrasah Tsanawiyah Nurul Islam Alai, so generalisation of findings needs to be done carefully.

RESEARCH METHOD

Descriptive qualitative is the method used by researchers to be able to analyse leadership management in MTs Nurul Islam Alai school. The data sources obtained by researchers are primary and secondary data sources. Primary data sources are obtained directly through interviews with the head of Madrasah MTs Nurul Islam Alai, while secondary sources are obtained online through relevant articles, books, and journals. The data collection technique used by researchers is in-depth interviews related to the management system at MTs Nurul Islam Alai starting from the strategies made by the madrasah head to improve learning, the focus of learning, how to overcome obstacles in the madrasah, budget priorities, and how to empower educators and how to implement the strategies that have been planned at MTs Nurul Islam Alai. This research is also supported by direct school observations and documentation as evidence and reports. The data that has been collected is analysed by researchers using source criticism, data sorting, data management, and data conclusion.

RESULTS AND DISCUSSION

MTs Nurul Islam Alai is an Islamic school or educational institution located in a village called Alai Village which is quite remote from urban areas. Precisely located in the Lembak sub-district, Muara Enim Regency. MTs Nurul Islam Alai is a private school which certainly has a goal of facilitating education to the general public through competent learning both in terms of general education and religious knowledge. The vision of MTs Nurul Islam Alai is to create a quality Islamic education institution and can produce alumni who have morals and manners. MTs Nurul Islam Alai also has a mission, namely implementing good and quality education.

A. Quality Management Strategies Applied by Madrasah Principals in Improving Learning Effectiveness

Strategy is a way that requires tools or media for its implementation, which consists of existing rules, regulations, norms, and ethics. In an effort to implement discipline, it is very important to have clear and firm rules, so that students do not take

it lightly. These rules serve as guidelines in exercising rights and obligations for learners and educators, both in formal, non-formal and informal education. With a good discipline, it is hoped that all parties can realise the limits and responsibilities of each, so that the learning process can run effectively and harmoniously (Ma'arif, 2018).

To achieve the goals of Islamic education, a management strategy is needed that includes a variety of techniques and approaches. These strategies include preparing action plans, implementing programs and activities, utilising modern technology, building community partnerships, and developing the potential of human resources (Yulianti et al., 2024).

Islamic Education management has the potential to be an effective solution to boost the quality of learning in the digital age. Its implementation is certainly not easy, requiring careful consideration of every challenge and real efforts to hack it. Only then, this strategy can run optimally and provide meaningful benefits for students and educators (Wijaya & Murtafiah, 2023).

School principals must be able to manage and utilise all available resources. Among these resources, teacher management plays a central role because they are the main drivers of student learning. The effectiveness of teacher management is what will have a direct impact on the achievement of the school vision (M. Abdullah, 2020).

Based on the research results from the interview sample to maintain the quality of learning in the madrasah, the head of the MTs Nurul Islam Alai madrasah, namely Mr Hadib, always supports and tries to facilitate learning media made by teachers to improve the quality of student learning. The Head of Madrasah also participates in Technical Guidance trainings as well as implementing them to teachers in the madrasah by holding evaluations with educators about learning unit programmes by inviting assessors / presenters.

The head of MTs Nurul Islam Alai also manages both the financial aspects and educational facilities at MTs Nurul Islam Alai with the help of the teaching staff there. Financial management, or financial management, includes all activities related to how to acquire, fund, and manage assets to achieve the desired goals. The goal of this management is to increase the company's revenue while minimising costs, so that efficiency is maintained. In addition, it is important to ensure that funds are managed and allocated wisely so that the value of the company can be optimised. In financial management, there are various functions, such as sourcing funds for promising investments and organising the use of funds in the daily activities of the company. This shows that business owners must have a good understanding of financial management in order to run a business successfully. With the right approach, companies can grow and adapt to the changing market dynamics (Supriadi et al., 2023).

The madrasah principal also routinely invites educators to meetings to discuss the budget and also at the same time conducts assessments and observations related to activity programmes in the school. The head of madrasah also loudly affirms to the teaching staff to prepare lesson plans in advance before delivering the material.

Careful management of resources including teaching staff, budget and facilities for optimal educational goals. This is evident in teacher competency improvement programmes, efficient allocation of funds and maintenance of physical facilities. Teacher empowerment and stakeholder participation in managing these resources fosters a shared understanding of their influence on the quality of the teaching and learning process (Fuad et al., 2023).

Madrasahs should also endeavour to provide a safe, child-friendly and bullying-free learning environment. This is the foundation for students' comfort and satisfaction, which in turn has a great influence on their learning achievement. The success of quality management can be seen from the quality of graduates, in addition to mastering science, they also have noble morals and are adaptable in the social environment (Maulidin & Lukitasari, 2024).

Understanding learners' characters requires commitment as well as emotional and intellectual engagement from teachers, so that they can recognise students' traits well. The main purpose of this understanding is to tailor teaching to each student's learning conditions. Identifying learners' initial abilities and characteristics aims to gather accurate information about students' potential and traits before joining the learning programme, as well as determining their aptitudes, interests and inclinations related to their programme choices. In addition, it is important to design learning or training programmes that are appropriate to the learners' initial abilities. To find out the characteristics of students' initial abilities, teachers can conduct an initial test or pre-test (Estari, 2020).

The quality of learning is very important to determine how good education is in schools. The quality of education means how well the school can manage various things, such as curriculum, teacher development, and facilities. Schools should not only be places of learning, but also places that can provide more benefits for students according to existing standards. Quality learning shows that the school can teach in an effective and efficient way. This means that the results should be good and the resources used should be appropriate. The benefits of learning should also be relevant and support the set educational objectives. In addition, the quality of learning also has an impact on the development of students' character and skills. Good learning does not only focus on academic grades, but also on positive attitudes and values. Therefore, schools need to use creative methods that suit students' needs to make the learning environment more enjoyable. So, improving the quality of learning should be a top priority for all schools. This will help students learn better and be ready to face future challenges (Sastrawan, 2016).

Innovations such as the flipped classroom can also be implemented by utilising technology that reverses the order of learning where material is self-studied online before class, while meetings are focused on discussion and practice. The flexibility of this model is suitable for a variety of student characters. Project-based online learning also offers an applied experience, with students working on real projects tailored to their interests, honing engagement and problem-solving. To maintain relevance in the

fast-moving digital age, teachers and schools need to be well-versed in such strategies to effectively respond to challenges and make learning a lasting experience for the younger generation (Nasrulloh, 2020).

It is also possible to implement studies that highlight crucial aspects that are often overlooked, namely local cultural adaptation and flexibility in running the curriculum. The success of the curriculum is not only determined by its design, but how it is adapted contextually according to regional needs (R. Hidayat et al., 2024).

Strategies are applied by implementing policies that consistently encourage improvements in the quality of learners. By using the right strategies, we can achieve the desired goals, resulting in a better quality of education. This will help ensure that the education provided is not only effective but also of high quality and sustainable (Noprika et al., 2020).

B. Factors that Support and Obstruct the Implementation of Quality Management Strategies

Efforts to improve the quality of learning are also carried out by approaching the parents of students, namely every time the madrasah has activities, parents and community leaders are also often involved to take part in it. The school cooperates with the committee to realise the approach by involving parents of students in several activities, such as teacher meetings and parents of students are included in discussing school activities that will be held by the school. This step is a form of transparency between educators and also parents of students towards learning outcomes and if there are obstacles experienced by students in the learning process then between educators and also parents of students will discuss with each other to find a middle ground of the problems faced. Another example of activities that include parents of students is when mutual cooperation to clean the school environment, parents are included in the aim to establish intimacy between educators and parents of students. This familiarity is proven by the enthusiasm of parents of learners in participating in every gotong royong activity so as to create an inclusive and harmonious learning environment.

Successful policy implementation depends on clear communication, availability of resources, full support from teachers and staff, and a streamlined bureaucracy. Despite obstacles such as limited resources and lack of uniform understanding, the school's continuous efforts to improve quality and internal co-operation are key to successful policy implementation (Darmansah et al., 2024).

The inhibiting factor that is the biggest challenge in leading a private school such as MTs Nurul Islam Alai is the limited facilities that make it difficult to achieve the movement of progress in the school that is led. The application of technology in the classroom is also increasingly widespread, but not without obstacles for teachers. Problems such as lack of digital skills, difficulty in obtaining adequate equipment, and unstable internet networks still often get in the way. In addition, the effectiveness of technology in supporting learning itself is still questionable. Technological challenges also include the management of electronic devices and the impact of possible

disruptions. While the utilisation of technology is a necessity now, teachers must be smart in controlling its use. The goal is that technology does not distract students or create inequities in learning opportunities (Mea, 2024). The solution taken by the madrasah head to overcome this problem is to submit a proposal to the village or district government. Furthermore, MTs Nurul Islam Alai is experiencing a shortage of educators in the school. The head of madrasah overcame this problem by assigning teachers to ask for help from teaching staff at the nearest school and in accordance with their majors.

Another major challenge also arises from a weak understanding of quality management. The suboptimal quality of teachers also makes efforts to improve the quality of education difficult. In addition, the gap between the curriculum and its implementation in the field hampers education targets. Limited funding also makes it difficult to develop facilities. Equally crucial is the lack of awareness of the importance of change and the lack of active support from stakeholders, including student guardians and related agencies. The solution? Three-party synergy: madrasahs, local governments and communities must work together to strengthen understanding, improve the quality of human resources and provide financial support for the advancement of local Islamic education (Akhyar et al., 2024).

The madrasah principal also continues to improve the quality of learning by supervising the evaluation of both teachers and students. If there are teachers who neglect their teaching duties at school, they will be warned up to three times, if they are still ignored, they will be given a letter of dismissal. Likewise, for students who are lazy, punishment will be given and if there is still no change, the school will expel the students.

In terms of managing learning facilities, one of the challenges of planning is the difficulty of adapting to the needs of students who continue to develop following scientific advances. On the other hand, fulfilling the various requirements for ideal learning spaces often leads to higher operational costs. Funding is also a key factor in the provision of these facilities. The approval process is complicated, involving many parties such as the government and school leaders (directors, chief representatives). As a result, because schools do not optimally utilise these learning spaces, student interest decreases. This condition has the potential to reduce school quality (R. Abdullah et al., 2022).

Some fundamental obstacles arise when teachers do not understand the characteristics of students during the learning process, which is exacerbated by unprofessional attitudes among some educators. This problem is made more complex by the lack of encouragement from teachers to motivate students to reach their full potential, and their weak mastery of the subject matter they teach. Low commitment to teaching is also a significant barrier. This condition has serious implications; the absence of motivation in educators will reduce their work productivity. In fact, students' academic achievement is highly dependent on the quality of teaching

methods and educational approaches applied by teachers in the classroom (Sumardi, 2022).

Teacher professional development can be considered as an ongoing process in which educators continuously improve their teaching skills to better meet the needs of students. Thus, teacher professional development not only impacts on self-improvement, but also contributes to the overall progress of education (Putri & Imaniyati, 2017).

One of the other obstacles that arise is the lack of resources and facilities needed to achieve educational goals. Students are expected to actively seek and learn materials independently. However, not all educational institutions have enough resources to support students' needs in learning on their own, such as a complete library, reliable internet access, and complete laboratory or workshop equipment. The absence of these facilities can hinder students in developing their abilities and interests (Syahbana et al., 2024).

C. Impact of Quality Management Strategy on Learning Effectiveness at Madrasah Tsanawiyah Nurul Islam Alai

If implemented and executed well, TQM can boost teacher performance through better planning and implementation of lessons. It also facilitates continuous evaluation and professional development. Not only that, TQM also boosts the effectiveness of teaching and learning as seen from the improved quality of teacher teaching and student understanding. Unfortunately, the biggest challenge is maintaining the consistency of TQM implementation across all school lines, which needs to be addressed for the results to be more significant (Faizah & Bahrani, 2025).

Consistent implementation of quality management strategies can create significant transformation in the learning process. The regularity and systematisation of teaching and learning activities are increasingly evident, characterised by the preparation of well-thought-out lesson plans, the use of measurable educational methods, and the consistent scheduling of academic activities. This harmonisation not only facilitates the flow of knowledge transfer, but also builds the foundation for continuous improvement in the quality of education.

In the learning process, the role of method is crucial as an element that creates a learning environment that is dynamic, innovative, and able to attract learners' attention to learn earnestly. Therefore, "method" refers to the ways or stages applied in teaching (Hidayat et al., 2020).

Methods refer to the ways a person uses to achieve the goals to be achieved. Meanwhile, research is a series of activities carried out to collect data and information, which will then be compiled in the form of a report. In this sense, methods and research are interconnected. The choice of the right method is very important because it can affect the outcome of the research, as well as the quality of the report produced. Therefore, understanding these two concepts well will help in achieving goals and presenting accurate results (Kasmawati, 2019).

The positive impact is clearly realised in the improvement of learners' competence. Thanks to the support of increasingly professional teachers through continuous training and intensive mentoring, the learning process is able to accommodate students' needs holistically. As a result, learners not only undergo better quality education, but also develop critical skills and proactive attitudes in absorbing material. The classroom is transformed into a dynamic environment where students' academic potential and character grow optimally.

CONCLUSION

This study aims to analyse the quality management strategies implemented by the head of Madrasah Tsanawiyah Nurul Islam Alai in improving learning effectiveness. The results show that the madrasah head, Mr Hadib, takes a central role in the development of learning quality by implementing various quality management strategies, including Total Quality Management (TQM) and participation-based approaches.

The madrasah head is committed to creating a supportive learning environment, by providing adequate learning media and attending training to improve teachers' competencies. These measures contribute to improving the quality of teaching and students' engagement in the learning process.

Factors that support the implementation of quality management strategies include high teacher motivation, good co-operation between the school and parents and support from the community. Activities involving parents, such as meetings and gotong royong, create transparency and effective communication between educators and parents, thus strengthening relationships and collaboration in education.

However, the study also identified some challenges faced, including limited facilities and a shortage of teaching staff. The madrasah principals endeavoured to address these issues by submitting proposals for support from the government as well as seeking additional teachers from nearby schools. These efforts reflect the madrasah principal's commitment to continuously improving the quality of education despite the difficult conditions.

The impact of the quality management strategies implemented shows an increase in the effectiveness of learning in Madrasah Tsanawiyah Nurul Islam Alai. The quality of learning, student activeness and better understanding of the material are indicators of the success of the implementation of this strategy.

Overall, this research emphasises the importance of visionary and collaborative leadership in education management. The conclusion underlines that achieving better educational goals requires synergy between the madrasah head, teaching staff, parents and the community. Thus, efforts to improve the quality of education in madrasahs can continue and have a positive impact on students and the educational environment as a whole.

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