

Leadership Of Madrasah Heads In Improving The Quality Of Educational Institutions In East Java, Indonesia

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Abstract.

To determine the leadership of madrasah heads in improving the quality of educational institutions at MAN 1 Bojonegoro, East Java, Indonesia. This research uses a qualitative approach with field research and uses a case study design. The research location is MAN 1 Bojonegoro, East Java, Indonesia. Data was obtained from school principals, leaders of MAN 1 Bojonegoro, East Java, Indonesia, staff and teachers. The data collection methods used were participant observation, in-depth interviews and documentation. The data analysis method used is data reduction, data presentation, drawing conclusions. From this research, the research results can be seen, namely: 1) The head of the madrasah in mobilizing to improve the quality of educational institutions at MAN 1 Bojonegoro, East Java, Indonesia by means of; participate in preparing lesson plans, select teachers who are competent in guiding students in self-development, provide motivation to subordinates, form team work (cooperation), coordinate task activities for participating in training, the head of the madrasah also holds meetings with subordinates, and provide motivation to subordinates by setting a good example. 2) The leadership of the madrasah head in directing the improvement of the quality of educational institutions at MAN 1 Bojonegoro, East Java, Indonesia by means of; the head of the madrasah motivates teachers to be more creative, and coordinates the results of their work, the head of the madrasah always evaluates teacher activities, and holds official meetings with subordinates, by providing motivation to teachers during official meetings, the head of the madrasah gives a task to teachers to take part in training, the head of the madrasah gives the task of making lesson plans to teachers, the head of the madrasah also gives good role models to subordinates to be an example of hard work for subordinates, 3) Leadership of the head of the madrasah in influencing the improvement of the quality of educational institutions at MAN 1 Bojonegoro East Java Eastern Indonesia by means of the head of the madrasah giving an award to teachers who excel in guiding students, the head of the madrasah provides role models and provides attention, provides welfare, provides a good example, motivates subordinates, the head of the madrasah supports and gives appreciation for achievement to his subordinates.

Keywords: *Madrasah Head Leadership, MAN and Quality of Educational Institutions.*

I. INTRODUCTION

Education is a vehicle for forming national character. School education is also the main space where the young people of the nation's hopes struggle and compete to get a decent education so they can compete on the global stage. (Nik Haryanti 2014). Along with the development of times and needs, the challenges in the field of education are getting bigger in order to be able to prepare students who are able to compete on the global stage. However, with these increasing challenges, the world of education in Indonesia still has many obstacles to the quality of education, including the ability of leaders to carry out their leadership, such as leaders who are able to bring education to a higher quality. The first demand, namely regarding the quality of education, is mandatory and must be a top priority (Haryanti, Putra, and Putrianingsih 2022). If an education has good quality it will automatically be able to answer problems or demands, secondly regarding the issue of relevance to a development in society's needs that occurs in this era. Based on existing conditions in the field, the quality of education greatly influences the quality of educational institutions. Quality education is produced by the quality leadership of the madrasah head, a quality madrasah head is professional (Kholiq Abdul 2020). A professional madrasah head is one who is able to manage and develop a madrasah in a comprehensive manner, therefore the madrasah head has a very important and strategic role in realizing the vision, mission and goals of the madrasah. Professional madrasah heads carry out their duties fully in order to improve the quality of education, so that they can produce quality output and outcomes.

The professionalism of the madrasah head will show the quality of the madrasah head's performance (Kencana and Umaeroh 2021). The madrasah head is one of the educational components that plays the most role in improving the quality of education. As stated in article 12 paragraph 1 PP 28 of 1990 that: "school principals are responsible for the implementation of educational activities, school administration, development of other educational personnel, and the utilization and maintenance of facilities and

infrastructure" as well as the Minister of National Education Regulation number: 13 of 2007 dated April 17 2007 concerning school/madrasah principal standards, article 1 paragraph reads "To be appointed as a school/madrasah principal, a person must meet the nationally applicable school/madrasah principal standards". Leadership is more focused on a leader's style in leading. Leadership is the process of influencing individual or group activities to achieve certain goals in predetermined situations. In influencing the activities of individual leaders, they use power, authority, influence, traits and characteristics, and the aim is to increase group productivity and morale. (Aliyah and Ariyanto 2021). In carrying out his duties as a madrasa head, there are many factors that hinder the achievement of quality education. The leadership of the madrasa head when seen from the low performance of the madrasa head. Based on empirical experience, it shows that on average madrasa heads lack academic ability, lack self-motivation, lack enthusiasm and work discipline, and have narrow insight. This phenomenon is caused by the fact that the screening process does not meet competency, is not procedural enough, is less transparent, is not competitive, and internal factors of the madrasa head can be an obstacle to the growth and development of becoming a professional madrasa head.

The lack of professionals has an impact on the low productivity of madrasa heads in improving the quality of education.

Studies of the success of madrasah principals in leading school institutions show that the madrasah principal is someone who determines the center point and rhythm of a madrasah. The madrasa head as the top leader has the authority and power as well as an effective leadership strategy to manage and develop his subordinates professionally. The study further concluded that the success of the madrasa is the success of the madrasa head. In an effort to improve the quality of education, every educational institution will try to improve the quality of graduates (Burhannudin, Amin, and Adil 2021) This is something that is impossible if education or madrasahs can produce high-quality graduates, but not through a high-quality educational process. To improve the quality of education, madrasah heads are required to be skilled in preparing, planning, directing, influencing, organizing, moving and supervising activities in the fields of teaching, student affairs, finance, public relations, facilities and infrastructure that a madrasah pays attention to in improving its educational institutions. (Soim et al. 2022). The leadership of the madrasa head is said to be effective if: 1) the performance and growth of the organization increases, 2) the readiness of the organization to face challenges or crises, 3) there is satisfaction of the followers with the leader, 4) commitment to group goals, 5) there is psychological well-being of the followers, 6) there is development and improvement of the followers' human resources, 7) leaders can advance the organization to a higher position (Mastur et al. 2022). Thus, the principal is a professional staff or teacher who is given the task of leading a school where the school becomes a place of interaction between teachers who give lessons, students who receive lessons, parents as hope, users of graduates as recipients of satisfaction and the general public as pride. (Tabi'in 2017).

Apart from that, leaders who excel in achieving quality are an important consideration. An educational leader needs the following perspectives:

1. The madrasa head must have a strong personality (honest, confident, responsible, brave to take risks and have a big heart)
2. The madrasa head must have the ability to supervise subordinates (teachers, employees or TU staff)
3. The head of the madrasah must understand the vision and mission of the madrasah, and be able to realize it.
4. The head of the madrasah must have the ability to make quick and correct decisions.

Madrasah heads must have the ability to communicate verbally and in writing (Soebiantoro and Haryanti 2022).

If a madrasa head cannot organize, influence, invite, direct his members to achieve educational goals, fails to take advantage of existing opportunities, tends to apply a leadership style that merely carries out routine tasks, and does not have the perspectives as discussed above, then don't It is hoped that the quality of educational institutions will increase. On the other hand, if the madrasa head has good enough potential, then he will tend to continue to improve the educational organization in the institution he leads. So that the quality of education automatically increases. Therefore, the head of the madrasah is the person who

is really expected to be a leader in order to achieve educational goals and have good quality. Based on a preliminary study conducted by researchers at MAN 1 Bojonegoro, East Java, Indonesia, this is formal education which is under the auspices of the Ministry of Religion. MAN 1 Bojonegoro, East Java, Indonesia is a general education institution that focuses on general education, apart from that, MAN 1 Bojonegoro, East Java, Indonesia has superior programs, namely regular classes, Tahfidz Al-Quran, Prodistik Its Surabaya. MAN 1 Bojonegoro, East Java, Indonesia, as one of the educational institutions in Tulungagung district, has a strategy to create an Islamic atmosphere, not only with a symbolic meaning, such as in terms of students' clothing, apart from that, the development of Islamic values in each subject area is included in its educational program, for this reason it requires capable teachers. Integrating the insights of faith and piety as well as science and technology. Apart from that, at MAN 1 Bojonegoro, East Java, Indonesia the facilities and infrastructure support to make learning easier.

This is the reason why researchers are interested in conducting research at MAN 1 Bojonegoro, East Java, Indonesia. Based on preliminary observations made by the researcher, it can be concluded that the Head of Madrasah MAN 1 Bojonegoro, East Java, Indonesia, as a leader who has insight into the future, the leader takes an approach to establishing close relationships between teachers, staff and students because by creating close and good relationships so that creating a harmonious atmosphere can make it easier for madrasa heads to carry out their duties as leaders in educational institutions, always instilling a disciplined attitude for students as well as staff and teachers, always instilling an attitude of love for the environment, especially in terms of environmental cleanliness and always trying to improve the quality of educational institutions through short-term programs and long term. "The reason why the researcher took the title "leadership of madrasah heads in improving the quality of educational institutions is because researchers want to know how the leadership of madrasah heads in improving the quality of educational institutions, the quality that is a parameter in each educational institution or as an identity for the quality of the educational institution and what the background of the madrasah head is in improving the quality of educational institutions and implementation resulting from the leadership of the madrasa head in improving the quality of educational institutions. Meanwhile, the researcher's target place for conducting research was MAN 1 Bojonegoro, East Java, Indonesia under the auspices of the Ministry of Religion. The researcher chose this place because, as has been known, this place has qualities that are developing very rapidly, so it can be seen that each leader has his own way of improving the quality of educational institutions.

II. METHODS

This research method is in the field research category. Field research is to find where the events that are the object of research took place, so as to obtain direct and up-to-date information about the problem in question, as well as cross-checking existing materials. (Fitri and Haryanti 2020). Judging from the nature of the data, it is included in qualitative research, namely research that intends to understand phenomena about what is experienced by research subjects, for example behavior, perceptions, motivation, actions, etc. holistically, and by means of descriptions in the form of words and language, in a special natural context and by utilizing various natural methods. (Moleong 2013). Case studies also attempt to describe a particular setting, object or event in depth (Bogdan and Biklen 1998). This opinion is supported by (Yin 2002) which states that case studies are the strategy chosen to answer how and why questions, if the research focus seeks to examine contemporary (present) phenomena in real life. In this research, we also use a case (case study), the leadership of the madrasa head in improving the quality of educational institutions at MAN 1 Bojonegoro, East Java, Indonesia. Case study method (case studies). This case study was the researcher's choice to obtain accurate data regarding the strategic management of madrasah heads in developing talents and interests.

This case study is based on a research location that has characteristics related to the leadership of madrasa heads in improving the quality of educational institutions at MAN 1 Bojonegoro, East Java, Indonesia. By using this case study design, it is hoped that information and data will be obtained from various experiences regarding the discussion topics contained in the research focus. From this site we can then draw a common thread regarding the leadership of madrasa heads in improving the quality of

educational institutions at MAN 1 Bojonegoro, East Java, Indonesia. The data collection procedure used in this research is: Participant Observation. In this case the researcher attempted to carry out systematic observations and recording of the symptoms that appeared at MAN 1 Bojonegoro, East Java. The implementation of the observation technique in this research is participant observation. The purpose of participant observation is to observe events as they occur naturally in the field. In this technique, the researcher involves himself or interacts directly with the activities carried out by the subject by systematically collecting data from the required data. In-depth Interview (In-depth Interview) The interview method for this research is used as a guide in conducting research. In this case, the researcher used in-depth interview techniques, namely by exploring in-depth information regarding the leadership of madrasa heads in improving the quality of educational institutions at MAN 1 Bojonegoro, East Java, Indonesia.

Documentation The documents in question can be photographs, madrasah documents, interview transcripts, and documents about the history of the madrasah and its development. All of this documentation will be collected for analysis for completeness of the research data. In this case the researcher takes photos related to the research topic. Data analysis is the process of systematically searching and compiling data that has been obtained from interviews, field notes and other materials, so that it can easily be shared with others. (Nik Haryanti 2019) Data analysis is the process of systematically searching for and organizing interview transcripts, field notes, and other materials that have been collected by researchers. Analysis activities are continued by reviewing the data, arranging it, dividing it into manageable units, synthesizing, looking for patterns, finding what is meaningful and what is researched and reported systematically. This research uses a case study design, so analyzing the data is carried out in three stages, namely: (1) data condensation, (2) data presentation, and (3) verification and drawing conclusions. (Miles, Huberman, and Saldana 2014)

III. RESULTS AND DISCUSSION

1. Leadership of the madrasa head in moving to improve the quality of educational institutions at MAN 1 Bojonegoro, East Java, Indonesia. Based on the results of research at MAN 1 Bojonegoro, East Java, Indonesia, the head of the madrasah mobilizes his subordinates to improve the quality of the madrasa. among them, the head of the MAN 1 Bojonegoro Madrasah, East Java, Indonesia, the head of the madrasa encourages teachers to be disciplined, sets an example for his subordinates and guides every activity related to the subjects he teaches according to their field so that the quality of the madrasa can increase. For this reason, the head of the MAN madrasah 1 Bojonegoro East Java Indonesia can mobilize his subordinates, then the head of the madrasah can mobilize his subordinates; to be more enthusiastic about working to carry out several activities including; head of madrasah MAN 1 Bojonegoro East Java Indonesia Mr Drs. H. Khoirul Huda, M.Ag was involved in preparing the RPP, selecting teachers who were competent in guiding students in self-development, providing explanations and motivation to subordinates on how to carry out tasks in the madrasah. It is based on the theory in chapter two according to Munsiri and Guha (2014) Quoting the opinion of KI Hajar Dewantoro, he formulated three leadership behaviors, namely: 1) Ing ngarso sung tulodo, which means that even though the leader is at the front, he sets an example, 2) Ing madyo mangun karso, which means that when the leader is in the middle, he inspire determination and enthusiasm, and 3) Tut wuri handayani, which means when the leader is at the back, he plays the role of driving and driving force. Participate in the preparation of lesson plans and learning syllabi, by supporting teachers with positive statements, giving appreciation to teachers who have worked hard to prepare learning materials and are innovative (Novitasari and Asbari 2020), for example, by giving praise, appreciating the teacher's achievements by giving appropriate praise and rewards. Give constructive suggestions but avoid sharp and harsh criticism.

Leadership of the madrasa head in directing improving the quality of educational institutions at MAN 1 Bojonegoro, East Java, Indonesia

The madrasa head as the leader of the madrasa at MAN 1 Bojonegoro, East Java, Indonesia is also responsible for achieving educational goals by increasing the professionalism of educational staff towards increasing student learning achievement, including motivating teachers to be more creative, carrying out

coordination in terms of work results, always evaluating teacher activities, holding official meetings, providing motivation to teachers during official meetings, are examples of arriving early. This research result according to Enas (2018) The leadership concept of the madrasah head can be seen as follows: the madrasah head routinely checks the attendance list of staff and teachers, once a week, the madrasah head reviews the school environment, the madrasah head routinely checks the daily picket book, the madrasah head regularly reviews incoming letters, the madrasah head assigns administrators to handling complaints or problems, the head of the madrasah regularly checks the cleanliness of the class, the head of the madrasah signs report and picket books, the head of the madrasah regularly checks the monthly and staff expenditure plans.

This is in accordance with existing theory, leadership in directing includes: Idealizing influence with fairly high ethical and moral standards while still developing and maintaining a sense of trust between the leader and his followers as the basis; Inspiration that fosters motivation such as challenges in tasks and work; Intellectual stimulation with the aim of fostering creativity, especially creativity in solving problems and achieving a big common goal; Individual consideration by realizing that each follower has unique existence and characteristics which also have an impact on differences in treatment when conducting coaching, because in essence each individual needs self-actualization, self-esteem and the fulfillment of various personal desires; Motivation, the ability to get commitment from everyone involved to the vision that has been explained is the second thing we need to do. When a transformational leader can create synergy within the organization, it means he should be able to create synergy within the organization, meaning he should optimize, motivate and provide energy to each of his followers. In practice, it can be a task or job that is truly challenging and provides an opportunity for them to be involved in a creative process, either in terms of providing suggestions or making decisions in solving problems, so that this will also provide added value for themselves. (Mukhtar and Luqman 2020). Therefore, in carrying out his leadership, the madrasa head has fulfilled his responsibilities and roles to achieve the expected madrasa goals and create a conducive and enjoyable work atmosphere. Thus it can be concluded that the leadership role carried out by the head of the MAN 1 Bojonegoro Madrasah, East Java, Indonesia has gone well during his leadership. With democratic leadership, madrasah heads are able to create a conducive and enjoyable work climate

Leadership of the madrasa head in influencing the improvement of the quality of educational institutions at MAN 1 Bojonegoro, East Java, Indonesia.

The head of the madrasah influences his subordinates; They achieve in various ways. Following; The head of the madrasah gives rewards/awards to teachers who excel in guiding students, providing role models and providing attention, providing welfare, providing good examples in the form of motivating them to work harder, teaching discipline and giving warnings to teachers who violate rule.

This is in accordance with the theory in chapter two, namely by providing concrete examples, the madrasa head has shown that he is also actively involved in driving these changes. This also makes teachers and students more capable and more motivated when asked to do new things. Innovative madrasah heads can try the following to motivate teachers:

1. Participate in preparing lesson plans and learning syllabus. Support teachers by saying things in a positive tone, such as "Mr and Mrs can definitely do it".
2. Give appreciation to teachers who have taken great pains to prepare innovative learning materials, for example by giving praise, Madam/Sir, you are truly extraordinary!
3. Appreciate teacher achievements by providing appropriate praise and rewards. Give constructive suggestions but avoid sharp and harsh criticism.
4. Provide instructions on how to use relevant methods.
5. Point out mistakes by using polite language, for example "What you have done is good, but we still need to adjust it.
6. Provide opportunities for teachers to convey their problems (sharing) and discuss problems that occur (both individually and collectively).
7. Call teachers who may break the rules to the office to talk face to face in a friendly atmosphere.

1. Prepare all the facilities needed by teachers (Mariana 2021).

The efforts that will be made by madrasa heads with the aim of improving the quality of education in general and the quality of teachers in particular cannot actually be done alone without synchronized coordination from several policy makers together and other synergies. (Mahayani, Wilian, and Muntari 2020) All efforts will be in vain without good support from all parties. In fact, this success was achieved through good coordination from all parties, both the foundation, the institution itself and all teachers, who played an important role in efforts to improve quality. Leadership success is closely related to increasing student achievement, therefore it must be supported by human resources in the madrasah which is an important element in an educational organization (Sopiah and Herman 2018). If the teachers are quality, they will produce quality students too. Likewise with madrasah managers, if the performance of each madrasah manager is optimal then activities and implementation at the madrasah will run effectively. Therefore, so that teachers and madrasa administrators are enthusiastic about working and continue to improve their performance, the madrasah makes an assessment as a reward in the form of salary increases at various levels.

IV. CONCLUSION

Based on the results of the research and discussion, it can be concluded that: 1) the leadership of the madrasa head in mobilizing to improve the quality of educational institutions at MAN is carried out by; participate in preparing lesson plans, select teachers who are competent in guiding students in self-development, provide motivation to subordinates, form team work (cooperation), coordinate task activities for participating in training, the head of the madrasah also holds meetings with subordinates, and provide motivation to subordinates by setting a good example. 2) The leadership of the madrasa head in directing improving the quality of educational institutions at MAN 1 Bojonegoro, East Java.

Indonesia is carried out by; the head of the madrasah motivates teachers to be more creative, and coordinates the results of their work, the head of the madrasah always evaluates teacher activities, and holds official meetings with subordinates, by providing motivation to teachers during official meetings, the head of the madrasah gives a task for teachers to take part in training, the head of the madrasah gives the teacher the task of making lesson plans, the head of the madrasah also sets a good example for his subordinates to be an example of hard work for his subordinates. 3) The leadership of the madrasa head in influencing the improvement of the quality of educational institutions at MAN 1 Bojonegoro, East Java, Indonesia is carried out by the madrasa head giving awards to teachers who excel in guiding students, the madrasa head providing role models and providing attention, providing welfare, giving a good example, motivates subordinates, the head of the madrasah supports and appreciates the achievements of his subordinates.

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