



The Role of the Head of the Madrasah in Improving Quality at the State Senior High School (MAN) 2 Majalengka

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DOI:

Received: June 2025

Accepted: July 2020

Published: July 2020

ABSTRACT: The effectiveness of the principal's role is a crucial factor in improving the quality of education, especially at Madrasah Aliyah Negeri (MAN) 2 Majalengka. This institution faces several challenges, including limited facilities and infrastructure, weak supervision of student activities, and insufficient government support. To address these challenges, the principal must possess strong managerial capabilities that cover technical, interpersonal, and conceptual aspects. This research aims to describe how the principal of MAN 2 Majalengka carries out planning, implementation, and evaluation to support the improvement of education quality. The study uses a qualitative descriptive method, with data collected through observation, interviews, and documentation. The data are analyzed to provide a comprehensive picture of the principal's managerial strategies. The findings show that the principal of MAN 2 Majalengka develops strategic plans and annual work programs in a participatory manner by involving teachers, educational staff, and the school committee. The planning focuses on the development of facilities and infrastructure, curriculum enhancement, and fulfilling students' needs along with meeting educational quality standards. Implementation is carried out through organizing, directing, and motivating all school members. It includes supervising the learning process, developing extracurricular activities, improving teacher and student performance, and establishing partnerships with parents and the wider community. Evaluation is conducted periodically to assess the effectiveness of program implementation. It encompasses academic, non-academic, and managerial aspects, and the results are used as a basis for decision-making and for developing further improvement strategies. In conclusion, despite the existing limitations, the principal's managerial abilities play a vital role in enhancing the quality of education at MAN 2 Majalengka through effective planning, program implementation, and thorough evaluation.

Keywords: *Principal, Leadership, Managerial*

INTRODUCTION

An educational institution consists of various interrelated components that form an integrated system, in which each component cannot be separated from the others. These components include students, teaching staff, educational staff, school principals, the public, and school boards (Sopiah & Herman, 2018). Each component has different tasks, functions, and responsibilities. As a leader, the school principal must play an active role and influence all matters related to the needs of school staff, teachers, and students (Julaiha, 2019).

The most important component in a school institution is the school principal (Kamad), because their function is to manage all school activities. Therefore, a madrasah principal must have good managerial skills. The success of a madrasah principal in managing their madrasah is closely related to their ability as a leader in carrying out the duties and roles of a madrasah principal (Kiding, 2021; Hartono, 2021). The managerial abilities of a madrasah principal encompass a set of technical skills required to optimize all available resources to achieve the madrasah's objectives in an effective and efficient manner in the execution of their role as madrasah managers (Akdon, 2012).

In performing managerial tasks, madrasah principals require three types of skills. According to Paul Hersey (Wahjosumidjo, 2003), at least three areas of skill are required in performing managerial tasks: technical, human, and conceptual. These three managerial skills vary according to the manager's position in the organization.

Quality, according to Fadhli (2017), is considered an important aspect because it fundamentally reflects the superiority of a product compared to others. Sallis (2014) defines quality as the extraordinary level of satisfaction customers receive in line with their needs and desires. Quality is the comprehensive representation and characteristics of a product or service that demonstrate its ability to meet expected needs. In the field of education, quality encompasses the inputs, processes, and outputs of education itself (Depdiknas, 2001).

The processes and outcomes of quality education are interrelated. However, to ensure that good processes do not deviate, the outcomes (outputs) must first be defined by the school, and the targets to be achieved each year or in other periods must be clear (Rusman, 2009). The educational process is the transformation of something into something meaningful. Input refers to what occurs within a process, while output is the result of a process (Diana Devi, 2021).

According to service theory (Triatna, 2015), the quality of education consists of input quality, process quality, and output quality. Educational input is a mandatory component for the educational process to take place. The process is the transformation from one Ding to another. Output is the most important thing, the process is one level below the output, and input is at a lower level than the output. Quality education can be measured from the components of input, process, and output (Hasanah, 2020).

The implementation of educational quality covers eight national education standards, namely: implementation of content quality standards, implementation of process quality standards, implementation of graduate competency quality standards, implementation of teacher and education staff quality standards, implementation of management quality standards, implementation of facilities and infrastructure quality standards, implementation of financing quality standards, and implementation of assessment quality standards (Kemendikbudristek, 2022).

National education standards serve as the direction and reference for an institution in its commitment to quality. National standards are the key to creating a quality education system. National standards are the minimum criteria for education systems, including madrasahs. The success of a madrasah principal in managing a madrasah greatly depends on his or her ability as a leader in carrying out the functions and roles entrusted to him or her as madrasah principal.

The involvement of teachers and the community in improving the quality of learning in schools facilitates the task of the madrasah principal. To be able to carry this out, the madrasah principal needs

support from the government, both in the form of training and material support. However, in reality, government support is directed more towards teachers than madrasah principals, even though madrasah principals are the key to the success of madrasahs. The lack of government support has made the principal's job even harder (Adi Anwar Faisal, 2012).

The Minister of National Education has set qualification standards for school/madrasah principals (Permendiknas) No. 13 of 2007 on School/Madrasah Principal Standards. This regulation aims to establish the qualifications, competencies, and responsibilities that a school or madrasah principal in Indonesia must possess.

Based on the results of observations, MAN 2 Majalengka faces a number of challenges, particularly limited funding from the government, which impacts the suboptimal condition of facilities and infrastructure. Some of the obstacles identified include a lack of extracurricular equipment such as badminton equipment and activity rooms, as well as infrastructure such as sports fields and narrow parking areas, and the absence of dedicated spaces for student organizations such as the Student Council (OSIS), the Student Executive Board (PKS), and the Flag Raising Team (Paskibra).

Additionally, the school principal is deemed to have adequate managerial skills in developing strategic plans and involving various stakeholders, but there is room for improvement in terms of implementation and evaluation. Other challenges include insufficient supervision of students' academic and non-academic development, confusing curriculum changes, limited support for extracurricular activities, and the absence of a dedicated schedule for such activities.

The learning process is also disrupted by changes in prayer times, which cause lesson schedules to change suddenly, affecting the effectiveness of learning. The use of digital library applications is also not yet optimal because there is no user monitoring system, making it difficult to evaluate their effectiveness in improving students' literacy.

These issues underscore the importance of the principal's role in conducting adaptive planning, implementing programs optimally, and conducting comprehensive evaluations to ensure that educational quality continues to improve despite various challenges.

Previous studies have shown that the leadership of madrasah principals plays a central role in improving the quality of education. A study by Sukma (2024) in the *Journal of Educational Management and Social Sciences*, titled "Educational Quality Management in Elementary and Secondary Education in Schools and Madrasahs" (Vol. 5 No. 3), indicates that effective leadership styles directly impact teacher motivation and the implementation of educational programs. This aligns with this study, which highlights the contribution of educational leaders in creating a conducive learning environment. The difference lies in Sukma's focus on leadership style, while this thesis emphasizes the comprehensive managerial capabilities of madrasah principals, including planning, implementation, and evaluation of programs, as well as challenges such as limited resources and changes in prayer times.

Research by Maulidah et al. (2025) in the *Journal of Multidisciplinary Inquiry in Science Technology and Educational Research*, titled "The Influence of Visionary Government Leadership Style on Sustainable Development" (Vol. 2 No. 1), also reveals that school principals play a strategic role in managing the curriculum, resources, and academic supervision. The similarity with this study lies in the emphasis on the role of school principals in educational quality management; however,

Maulidah's research highlights concrete outcomes such as student graduation rates and competition achievements, while this thesis focuses on managerial processes at MAN 2 Majalengka.

Furthermore, Sidoarjo (2024) in the *Journal of Basic Education*, through his research titled "The Application of the Make a Match Model Assisted by the Snakes and Ladders Game" (Vol. 9 No. 3), found that the main obstacles to improving student learning outcomes are limited facilities and weak management. This research is relevant as it highlights the importance of managerial roles in supporting learning. The difference lies in Sidoarjo's focus on mathematics learning in elementary schools, whereas this thesis examines managerial roles of secondary school principals with a broader approach.

Toha (2025) in the *Journal of Management of Education: Islamic Education Management* wrote "The Role of Madrasah Principals in Developing the Quality of Islamic Education at MTsN 2 Kota Pariaman" (Vol. 11 No. 1). He highlighted the strategies of madrasah principals through teacher training and role modeling. The similarity with this thesis is the emphasis on the strategic role of the school principal, but the approach is different; Toha focuses on teacher development, while this thesis is broader, covering program evaluation and technology utilization.

Quality, according to Hasanah (2020), is a degree of excellence in a service. Quality related to products or services, according to (Mahmud, 2018), views quality and customer satisfaction as the same. Quality can be understood as an absolute or relative concept. Quality, in the absolute sense, refers to the basis for evaluation for improvement that becomes the highest standard if that standard is met (Diana Devi, 2021).

Relative quality, on the other hand, is a contextual, subjective, and dynamic product. Something can be said to be of high quality if it has good value or meaning. In other words, something is considered poor or of low quality if its value is not good or it has a negative meaning (Pransiska, 2014).

Quality is a condition that meets and exceeds customer expectations in terms of satisfaction. Quality refers to the ability of a product or service to meet needs or expectations and provide satisfaction to customers. In the education sector, it involves mutual understanding of input, process, final results, and impact (Purwanto, 2021).

METHOD

In conducting this research, the researcher used qualitative research methods according to Sugiyono (2018), qualitative research methodology is an approach used to study objects in their natural conditions, with the researcher as the main instrument. After analyzing, there are several definitions of qualitative research. Then, I created my own definition as a synthesis of the core meaning of qualitative research. According to Moleong (2005) in (Kurniawan, 2019), qualitative research is research aimed at understanding phenomena related to the experiences of research objects, such as behavior, perceptions, motivations, actions, and others. Qualitative methods focus more on observing phenomena and researching the substance of magma and such phenomena. The quality and sharpness of analysis in qualitative research heavily depend on the strength of the words and sentences chosen. Therefore, Basri (2014) in (Kurniawan, 2023) states that qualitative research prioritizes the process and meaning of the results. The focus of qualitative research is more directed toward human elements, objects, and institutions, as well as the relationships or interactions among these elements, in an effort to understand an event, behavior, or phenomenon (Mohamed & Ahmad, 2010) in (Kurniawan, 2023).

RESULT AND DISCUSSION

Result

Planning by the Head of Madrasah to improve the quality rating of Madrasah Aliyah Negeri 2 Majalengka

This study shows that improving the quality of education at MAN 2 Majalengka is highly dependent on the managerial skills of the school principal, particularly in terms of strategic planning. The principal, Mr. Yayan, divides planning into short-term, medium-term, and long-term categories, which are implemented across four main areas: infrastructure, curriculum, student affairs, and public relations, with each area coordinated by the relevant deputy principal.

Planning focuses on physical and digital development, such as the construction of a mosque, a healthy canteen, a digital library, and a digital attendance system. The deputy principal for infrastructure, Mr. Juju, emphasized that the principal has a long-term vision and implements technology as a form of innovation.

Curriculum Planning Curriculum planning includes the development of an academic calendar, evaluation of teaching and learning activities, and the integration of theory and practice through the Field Work Practice (PKL) program. The deputy head of the curriculum division, Mr. Dendi, stated that supporting facilities such as laboratories and practice rooms are utilized optimally through a rotation system, and MGMP is used to create an effective schedule.

Student Affairs The school principal develops strategic programs such as increasing participation in extracurricular activities, academic and non-academic achievements (OSN, KSN), and improving teacher performance through mandatory annual training. The Deputy Head of Student Affairs, Mr. Hj. Didin, added that the madrasah instills values of good character, skills, and digital literacy, and applies democracy in internal management.

Public Relations Department Public relations planning includes forming a social media team and collaborating with external parties such as universities and other institutions. The Deputy Head of the Public Relations Department, Mr. Asep, stated that public relations plays a role in supporting transparency, communication, and improving the quality of the madrasah through strategic partnerships.

The Headmaster's efforts in improving the quality rating of Madrasah Aliyah Negeri 2 Majalengka

Managerial implementation at MAN 2 Majalengka has been carried out well and in a focused manner based on previously established plans. In terms of facilities and infrastructure, the school principal has implemented various important programs such as the use of digital attendance systems with barcode scanning or smartphone applications, the completion of a mosque, and the ongoing process of establishing a healthy canteen. Additionally, a digital library has been implemented and connected to each classroom via a LAN network, enabling students to access books digitally in the classroom. The PPDB program has also been conducted online, and the procurement of learning facilities such as desks and chairs for three classrooms is currently underway. All these implementations demonstrate that the school principal, together with the infrastructure team, has

successfully carried out the plans effectively, including facility maintenance, collaboration with external institutions such as UNMA and BLK, and efficient and targeted budget management.

In the curriculum field, implementation has also been carried out optimally. The school principal conducts direct supervision in classrooms to monitor the teaching and learning process. The implementation of the Merdeka Curriculum has been carried out through an educational community consisting of teachers, the school principal, supervisors, and lecturers. Teacher training is conducted regularly at training centers and official institutions to ensure the quality of education remains maintained. Meanwhile, the integration of theory and practice is implemented through Field Work Practice (PKL) activities at various locations such as workshops, electronics stores, technology companies, and professional tailoring shops. The utilization of Subject Teacher Working Groups (MGMP) also supports teaching scheduling and curriculum development to remain in line with regulations from the Ministry of Religion and the Ministry of Education and Culture. All these activities reflect the synergy between school principals and curriculum vice principals in creating quality and relevant learning experiences.

In the student affairs sector, activities are focused on increasing student participation in extracurricular activities. The school principal encourages students to actively participate in extracurricular activities, even implementing an attendance system to measure student presence and participation. Additionally, character development is a key priority, emphasizing the cultivation of moral values, skills, and digital literacy. Student affairs activities are complemented by the implementation of an online attendance system, digital-based learning, an electronic library, and online assessments, all of which are aimed at efficiency and transparency. Student affairs also plays a role in preparing students to participate in various national competitions such as ASN, KSN, and OSN. Democratic principles are applied through teacher involvement in the election of the school vice principal, thereby creating a participatory and educational school environment.

Meanwhile, public relations efforts have also seen significant progress. The school principal initiated the formation of a social media team tasked with documenting and disseminating all school activities through various digital platforms such as Instagram, Facebook, TikTok, YouTube, and the school's official website. Internal and external information is communicated regularly and professionally to build a positive image of the institution and establish good communication with the community and parents. Public relations is also involved in publicizing major activities such as Field Work Practice and student graduation ceremonies. Additionally, collaboration with universities and other institutions continues to be developed to expand networks and support the improvement of student quality and skills.

Overall, the managerial implementation carried out by the school principal at MAN 2 Majalengka has been effective and has yielded positive results. All areas under management demonstrate strong integration and collaboration between the school principal and the deputy heads of departments. The effective implementation of the plans made is the key to achieving an outstanding school that is adaptable to technology and capable of competing in the digital age. This implementation is not only focused on physical development and systems but also on strengthening character, work culture, and the active involvement of all school community members in creating a quality educational environment.

Evaluation of the principal in improving the quality rating of Madrasah Aliyah Negeri 2 Majalengka

The final element in the effort to improve the quality of education at MAN 2 Majalengka is to see the tangible results of the implementation of various plans that have been developed previously. In the area of facilities and infrastructure, implementation has been successful, as evidenced by the implementation of digital attendance and a digital library that facilitates student learning. Physical developments such as a mosque and a healthy canteen have also been completed and have received positive feedback from students, boosting their learning motivation and enhancing the school's positive image.

In the curriculum domain, implementation has demonstrated significant impacts in improving the quality of learning. Teachers have participated in training at the Ministry of Religious Affairs Training Center in Bandung, and the implementation of the Merdeka Curriculum is carried out through a community involving various educational stakeholders. The integration of theory and practice through the Field Work Practice (PKL) program has also been implemented effectively, enabling students to gain hands-on experience in the workplace. Support facilities such as laboratories, practice rooms, and workshops further strengthen student achievements, ensuring that graduates of MAN 2 Majalengka are not only academically outstanding but also ready to compete in the workforce and higher education.

Student affairs activities also show encouraging results. Extracurricular evaluations are conducted regularly, and student activities are directed toward achieving excellence in various fields, particularly sports and marching. The achievements of students in county-level competitions, such as in Scouting, Paskibra, futsal, and volleyball, demonstrate the success of character and skill development. The character of MAN 2 Majalengka students, who are morally upright, intelligent, creative, and digitally literate, serves as evidence that the student affairs program has been implemented effectively and contributes to improving the quality of education.

Meanwhile, the public relations department has also made a significant impact in building a positive image for the madrasah. Through the use of social media platforms such as Instagram, Facebook, YouTube, and TikTok, madrasah activities are regularly and comprehensively shared. The social media team development program established by the school principal has successfully created effective communication, both internally and externally. Information is not only shared with the general public but also with students' parents through an online attendance system. Public relations also actively collaborates with universities and other institutions to enhance the quality of education and students' skills. This success has also led to an increase in the number of applicants at MAN 2 Majalengka.

Overall, the managerial efforts implemented by the principal of MAN 2 Majalengka have made a tangible contribution to improving the quality of the institution. Well-planned implementation in the areas of infrastructure, curriculum, student affairs, and public relations has made this madrasah increasingly outstanding, adaptive to changes in the times, and capable of producing graduates who are ready to face future challenges.

Discussion

Planning by the Head of Madrasah to improve the quality rating of Madrasah Aliyah Negeri 2 Majalengka

The planning carried out by the Principal of State Senior High School 2 Majalengka is the first step in improving the quality of education. The planning process was conducted in a participatory manner, involving teachers, educational staff, the vice principal, and the school committee. The planning is structured into annual, medium-term, and long-term School Work Plans (RKM), covering strategic areas such as infrastructure, curriculum, student affairs, and public relations.

In the infrastructure sector, plans include the provision of facilities such as laboratories, organizational spaces, and sports areas. In the curriculum area, the focus is on strengthening character-based and digital learning, as well as integrating theory and practice through PKL activities. The madrasah principal also plans to improve teacher competence through regular training and workshops. In the student affairs area, the focus is on character building and extracurricular development. Meanwhile, in the public relations area, digital communication strategies are strengthened through the use of social media and external cooperation.

All planning is based on an analysis of the madrasah's needs and refers to national education quality indicators. This reflects the conceptual ability of the madrasah principal in formulating strategic policies, as stated by Hafizin (2020), that school principals must be able to design short- and long-term strategies for improving education quality.

The Headmaster's efforts in improving the quality rating of Madrasah Aliyah Negeri 2 Majalengka

The implementation of programs at MAN 2 Majalengka shows that the head of the madrasah not only acts as a planner but also as a driving force ensuring that all programs run smoothly. Implementation is carried out through effective coordination between departments, supervision of curriculum implementation, and direct guidance to teachers and students.

In the facilities and infrastructure department, the school principal initiated the procurement of technology such as barcode attendance systems, online student admission systems, and digital libraries. Additionally, the construction of worship facilities and the provision of clean water are top priorities, reflecting a commitment to the comfort and cleanliness of the learning environment.

In the curriculum department, the implementation of field work practice (PKL) activities has become a flagship program, complemented by project-based skill development activities. The school principal also emphasizes the importance of collaboration among teachers in developing teaching materials and implementing innovative learning models.

In the student affairs sector, extracurricular activities are strengthened through the provision of facilities and structured schedules. The school principal supports character development through the Student Council (OSIS), the National Flag Raising Team (Paskibra), the Red Cross (PMR), and religious activities. Meanwhile, the public relations office plays a role in disseminating the school's achievements and information through social media and collaboration with the community.

The implementation of this technology-based and collaborative program aligns with the concept proposed by Helmina Dewi & Lazwardi (2022), which emphasizes the need for school principals to innovate and integrate technology into educational management in the digital age.

Evaluation of the principal in improving the quality rating of Madrasah Aliyah Negeri 2 Majalengka

Evaluation is the final stage in the educational quality management cycle carried out by the school principal. At MAN 2 Majalengka, evaluations are conducted periodically and in stages,

involving various components such as teachers, students, administrative staff, and parents. Evaluations include assessments of program success, implementation effectiveness, and alignment with educational quality objectives and indicators.

Evaluation results are used as material for reflection to develop improvement strategies and make decisions. For example, evaluation of the implementation of learning shows that teacher training in the use of digital media is needed. Evaluation of student affairs highlights the need for more structured scheduling of extracurricular activities.

The school principal also evaluates organizational performance through weekly coordination meetings and reports from each department. This evaluation is not punitive but serves as a development tool aimed at fostering a sustainable quality culture.

This participatory and reflective evaluation strategy aligns with the perspective (Prastiwi & Widodo, 2023) that school principals must be able to build a collaborative work culture and an evaluation system responsive to the needs of change.

CONCLUSION

The principal of MAN 2 Majalengka developed a strategic plan and annual work program as the first step in improving quality. This plan was participatory, involving teachers, educational staff, and the madrasah committee. The main focus of the plan included developing infrastructure, curriculum, and meeting student needs and educational quality standards. Implementation The principal implements the plan through organizing, directing, and motivating all madrasah members to actively carry out the program. Activities include supervising the learning process, developing extracurricular activities, and improving teacher and student performance. The principal also establishes good relationships with parents and the community to support the madrasah program. Evaluation is conducted periodically to assess the effectiveness of program implementation. Evaluation results are used as a basis for decision-making and the formulation of new strategies. Evaluation covers academic, non-academic, and managerial aspects, thereby supporting continuous quality improvement efforts..

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