

## INTEGRATION OF MANAGERIAL ROLES, MOTIVATION, AND SUPERVISION OF MADRASAH HEADS IN IMPROVING STUDENT ACHIEVEMENT

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**Abstract.** This study aims to analyze the role of madrasah heads in enhancing student learning achievement at Madrasah Aliyah Nahdlatul Muslimin Undaan Kudus, employing a qualitative approach through case study methods. Data was collected through in-depth interviews with madrasah heads, deputy heads of curriculum and student affairs, participatory observation, and documentation of student achievements. Data analysis was conducted using the Miles and Huberman model, which involved data reduction, data presentation, and concluding triangulation of sources. The results of the study show that the head of the madrasah carries out three main roles. First, as a manager, the head of the madrasah effectively plans, organizes, and supervises academic and non-academic programs through a collaborative approach. Second, as a motivator, the head of the madrasah provides psychological encouragement and appreciation to teachers and students, thereby increasing the spirit of learning and achievement. Third, as a supervisor, the head of the madrasah supervises learning on lesson plans, annual programs, and semester programs, as well as encourages teacher professional development through training and workshops. This study confirms that the leadership of madrasah heads that integrates managerial, motivational, and supervisory functions makes a significant contribution to improving students' academic and non-academic achievements. This study also recommends strengthening the capacity of madrasah heads as agents of change in educational transformation through participatory and collaborative leadership models.

**Keywords.** Managerial Role, Motivation, Supervision, Student Achievement

**Abstrak.** Penelitian ini bertujuan untuk menganalisis peran kepala madrasah dalam meningkatkan prestasi belajar siswa di Madrasah Aliyah Nahdlatul Muslimin Undaan Kudus dengan menggunakan pendekatan kualitatif melalui metode studi kasus. Data dikumpulkan melalui wawancara mendalam dengan kepala madrasah, wakil kepala bidang kurikulum dan kesiswaan, observasi partisipatif, serta dokumentasi prestasi siswa. Analisis data dilakukan dengan model Miles dan Huberman yang mencakup reduksi data, penyajian data, serta penarikan kesimpulan dengan triangulasi sumber. Hasil penelitian menunjukkan bahwa kepala madrasah menjalankan tiga peran utama. Pertama, sebagai manajer, kepala madrasah secara efektif merencanakan, mengorganisasikan, dan mengawasi program akademik maupun non-akademik melalui pendekatan kolaboratif. Kedua, sebagai motivator, kepala madrasah memberikan dorongan psikologis dan penghargaan kepada guru serta siswa, sehingga meningkatkan semangat belajar dan capaian prestasi. Ketiga, sebagai supervisor, kepala madrasah melakukan supervisi pembelajaran terhadap RPP, program tahunan, dan program semester, serta mendorong pengembangan profesional guru melalui pelatihan dan workshop. Penelitian ini menegaskan bahwa kepemimpinan kepala madrasah yang mengintegrasikan fungsi manajerial, motivasional, dan supervisi memberikan kontribusi signifikan dalam meningkatkan prestasi akademik maupun non-akademik siswa. Studi ini juga merekomendasikan penguatan kapasitas kepala madrasah sebagai agen perubahan dalam transformasi pendidikan melalui model kepemimpinan partisipatif dan kolaboratif.

**Kata Kunci.** Peran Manajerial, Motivasi, Supervisi, Prestasi Siswa

### A. INTRODUCTION.

The role of madrasah heads has a strategic position in determining the success of the educational process. The head of the madrasah not only functions as an administrative

manager, but also as a leader who is able to influence the quality of learning, shape the school culture, and improve student achievement.(Andrews, 2023; Yoyoh Juariah, Happy Fitria, 2022) According to Khosyi'in, role is defined as a set of behaviors and responsibilities expected of a person in a certain position. (Khosyi'in, 2021) In the context of education, this includes curriculum management, human resource development, student development, and the creation of a conducive learning climate.

Student achievement, both academic and non-academic, is an important indicator of educational success. Achievement is not only reflected in academic values, but also in participation in extracurricular activities, character development, and moral formation that is in harmony with Islamic values (Fitria, Alwasih, & Hakim, 2022; Musyaffa, Muktamar B, Ichsan, Yuli Setianto, & Hasanah, 2023; Telaumbanua & Aslami, 2023). The Qur'an in Surah Al-Mujadilah verse 11 emphasizes that Allah exalts the status of believers and knowledge, so that academic and non-academic achievements cannot be separated from the development of morals and spirituality.(Lajnah Pentashihan mushaf Al-Qur'an, 2022)

Various previous studies have shown a close relationship between the leadership of school principals/madrasas and student achievement. Wahyudib Research et.al. emphasized that the transformational leadership of school principals is able to increase the motivation of teachers and students and build a productive learning culture. (Wahyudin, Akbar, Rohmad, & Budi, 2024) Hafebo and Ridwan added that innovative leadership plays a role in encouraging teacher capacity and student engagement, (Hafebo & Ridwan, 2024) while Wang emphasized the importance of effective resource management in creating adaptive learning.(Wang, 2022)

In the context of Madrasah Aliyah Nahdlatul Muslimin Undaan Kudus, the challenges faced are quite complex, namely how to integrate Islamic values with competitive academic achievements. This study differs from previous studies in that it highlights the role of madrasah heads not only as managers and supervisors, but also as spiritual guides and motivators of students' character. This focus is important, considering that madrasas function as institutions that shape students to excel intellectually and have noble character. Some of the achievements of Madrasah Aliyah Nahdlatul Muslimin Undaan Kudus students are as follows

**Table 1. Achievements of Madrasah Aliyah Nahdlatul Muslimin**

No	Performance Acquisition	Level
1	2nd Place Men's Pencaksilat	Regency
2	3rd Place in the Fence Nusa Championship	Regency
3	2nd Place Choir	Regency
4	2nd Place in the Peer Adolescent Education Competition	Regency
5	1 Gold medal at the 2024 Oskanu III Mathematics Olympiad	National
6	1 Gold medal at the 2024 Oskanu III Sociology Olympiad	National
7	1 Medal of Bronze at the 2024 Oskanu Olympiad III	National
8	1 Medal of Bronze at the 2024 Oskanu III Chemistry Olympiad	National

Therefore, from the above exposure and table, this study aims to identify and systematically analyze the role of madrasah heads in improving student achievement

through participatory, collaborative, and Islamic values-based leadership. The findings are expected to make a theoretical contribution to the development of educational leadership studies, as well as a practical contribution to improving the quality of madrassas in facing modern educational challenges.

## **B. RESEARCH METHODS**

This research uses a qualitative approach with a case study method,(Nur, Antariksa, Wahidmurni, & Wahyudin, 2024; Tharaba & Wahyudin, 2024) which aims to deeply understand the role of the head of the madrasah in improving student achievement at Madrasah Aliyah Nahdlatul Muslimin Undaan Kudus. The location of the research is determined in the madrasah with the research subjects including the head of the madrasah, deputy head of curriculum, deputy head of student affairs, teachers, and students. The selection of subjects is carried out purposively, namely based on considerations of relevance to the focus of the research.

Data was collected through three main techniques. First, in-depth interviews were conducted with madrasah heads, vice heads, teachers, and students to obtain comprehensive information about leadership in improving student achievement. Second, participatory observation is used to directly observe the leadership practices of madrasah heads in academic and non-academic activities. Third, documentation is reviewed in the form of student achievement reports, madrasah work programs, and other supporting administrative archives.(Grenier, 2023; Salmona & Kaczynski, 2024)

Data analysis was carried out using the model of Miles and Huberman which includes three stages, namely data reduction, data presentation, and conclusion drawing and verification. At the reduction stage, the data obtained is sorted, focused, and simplified to make it easier to analyze. Furthermore, the reduced data is presented in the form of narratives, tables, or charts to facilitate the interpretation of the relationships between variables. The final stage is the drawing of conclusions through in-depth interpretation followed by verification through triangulation of sources.(Suprayitno, Ahmad, Tartila, & Aladdin, 2024)

The validity of the data in this study is ensured through triangulation techniques, which are comparing the results of interviews, observations, and documentation to ensure the consistency of information. With this procedure, this research is expected to be able to produce valid, reliable findings, and make theoretical and practical contributions to the development of madrasah leadership to improve student achievement.

## **C. RESULTS AND DISCUSSION**

### **Result**

The results of this study show that the leadership of madrasah heads plays a strategic role in improving student achievement through managerial, motivational, and supervisory functions.

### **The Role of the Head of the Madrasah as a Manager**

The head of the madrasah involves the teacher in the planning of the program through regular meetings and formal discussions. In an interview, the head of the madrasah stated "Program planning in madrasas is always carried out through deliberation with the teacher council, so that the decisions taken are according to the needs of students and the conditions of the madrasah". The researcher's observation at one of the meetings showed that teachers were actively providing input related to learning strategies and extracurricular activities. This proves that there is participatory management that increases the sense of belonging among teachers. This strategy makes the program more relevant to students' needs and strengthens a collaborative work culture.

The head of the madrasah involves teachers in program planning through regular meetings, placing teachers according to their areas of competence, and providing supporting facilities such as sports facilities. This practice shows that there is participatory management that strengthens the sense of belonging among teachers, so that madrasah programs run more effectively. This strategy indicates that participatory leadership is able to bridge the needs of teachers and institutional goals, as well as differentiate this madrasah from other schools that are still top-down oriented.

### **The Role of the Head of the Madrasah as a Motivator**

The head of the madrasah consistently gives direction and appreciation to teachers and students. An interview with the deputy head of student affairs revealed "The head of the madrasah gave appreciation in the form of a charter and coaching money for outstanding students and teachers, and it was announced during the morning apple". Observations on the morning apple activity showed that the head of the madrasah was present earlier than other teachers, provided direct motivation, and announced awards to outstanding students. This not only motivates the students who get the award, but it also encourages other students to try better. Critical analysis shows that this practice creates a healthy competitive climate, while also reinforcing the internalization of religious values through the example of leaders.

The head of the madrasah not only provides motivation in the form of material rewards, but also through public recognition and moral example. Giving appreciation has been proven to increase teacher morale and student achievement, while example strengthens discipline and a positive work culture. This analysis shows that motivation based on religious values is more relevant in madrasas, because it is able to touch the psychological and spiritual aspects of students. This explains why the motivation of madrasah heads here has a wider impact than just improving academic performance.

### **The Role of the Head of the Madrasah as a Supervisor**

Supervision is carried out regularly on teacher learning tools, such as RPP, Prota, and Prosem. The deputy head of curriculum explained "Every semester the head of the madrasah and I supervise the RPP, Prota, and Prosem. After that, the teacher gets input to correct the shortcomings". Field observations show that after supervision, the head of the madrasah not only gives criticism, but also provides practical solutions, for example encouraging teachers

to take part in relevant workshops. This proves that supervision is educational, not just administrative. The analysis shows that this supervision model encourages continuous improvement of the quality of learning and teacher competence.

The head of the madrasah supervises the lesson plans, Prota, and Prosem prepared by the teacher, as well as provides constructive input. In addition, the head of the madrasah encourages teachers to take part in internal and external training. This fact not only shows concern for the quality of learning, but also confirms that supervision in this madrasah is holistic: it includes academic, professional, and character development aspects. Thus, the supervision carried out is not limited to administration, but is directed at improving the quality of education as a whole.

## **Student Achievement**

The results of the leadership of the head of the madrasah are reflected in the achievements of the students. Documentation of achievements shows that students won gold medals in the provincial Olympiad of Mathematics and Sociology, as well as awards in sports competitions and district-level speeches. In an interview, one of the students said "We are more enthusiastic about learning because the head of the madrasah often motivates and supports our activities, even building a volleyball court for practice". The researcher's observation of extracurricular activities shows that there is significant facility support from the madrasah, so that students can practice intensively. The analysis shows that student achievement is not only the result of individual hard work, but also the product of leadership that provides simultaneous managerial, motivational, and supervisory support.

The results of the leadership of the head of the madrasah are reflected in the achievements of students, both academic and non-academic. Students won medals at the provincial science, mathematics, and sociology olympics, as well as awards in the fields of arts, sports, and religion at the district to provincial levels. This analysis confirms that the achievements obtained are not only the result of individual efforts of students, but also the fruit of a supportive leadership ecosystem. In other words, the achievements of students in this madrasah are tangible evidence of the successful integration of managerial, motivational, and supervisory roles of the head of the madrasah.

## **Discussion**

This research confirms that the leadership of madrasah heads has a direct impact on improving student achievement. The three main dimensions of managerial, motivational, and supervise leadership are key factors that distinguish this madrasah from other educational institutions.

## **Managerial Roles**

The involvement of teachers in the program planning process shows participatory management practices that are relevant to Mulyasa's theory, where the effectiveness of the principal is greatly influenced by the ability to build collaboration.(E. Mulyasa, 2005; Fitri, Aulia, & Permatasari, 2022; Muspawi, 2020) These results are also consistent with Hosen's

research, which emphasizes that proper resource management can improve school adaptability to meet student needs.(Hosen, 2024)

However, this study shows that the context of Nahdlatul Ulama-based madrasas adds a religious dimension to managerial practice. This is in contrast to Brook and Ezzani's research which highlights managerial innovation in public schools without emphasizing the spiritual aspect.(Brooks & Ezzani, 2022) Thus, a new contribution of this research is to integrate Islamic values into modern management practices.

The leadership of madrasah heads is not only oriented to organizational effectiveness, but also to the formation of a work culture based on spiritual values. This is important because in the context of madrasas, the legitimacy of leadership is not only determined by managerial competence, but also by the moral and religious capacity of its leaders. Thus, the involvement of teachers in planning is not only a technical strategy to increase participation, but also an instrument to strengthen the harmony between the goals of national education and the Islamic vision of the madrasah. This critical analysis shows that the integration of religious aspects into participatory management is an important differentiation that makes madrassas more adaptive while maintaining their religious identity, something that has rarely been discussed in previous research.

### **The Role of the Motivator**

The motivation given by the head of the madrasah through appreciation and example is in line with the findings of Rahmayatna et.al. and Sahertian that effective leadership fosters work spirit through innovation and appreciation.(Rahmantya, Kiswara, Rahayu, Setya, & Pramudita, 2024; Sahertian, 2020) In addition, these findings reinforce the results of Norjannah and Afandi's research which shows that incentives and rewards have a significant influence on improving teacher performance.(Choironi & Kurniawan, 2023; Norjannah & Afandi, 2023)

However, this study reveals that motivation is not only material, but also spiritual. The head of the madrasah instills the spirit of religiosity through morning apples, joint prayers, and the strengthening of Islamic character. This dimension has rarely been highlighted in previous studies such as Riski et.al., which focus more on teachers' strategies in increasing learning motivation.(Rizki, Nasirudin, & Prayogi, 2023) Thus, the critical contribution of this research is to expand the understanding that motivation in madrassas includes psychological, social, and spiritual aspects.

Spiritual motivation has a long-term effect compared to material motivation alone. Exemplification and strengthening religiosity not only improve short-term performance, but also shape the moral habitus of students and teachers. This is a fundamental differentiator from previous research which generally views motivation as an instrumental variable to increase learning productivity. In the context of NU madrasas, spiritual motivation is actually the main foundation that binds all madrasah residents in the same vision, which is to produce a generation that excels academically as well as has an Islamic character. Thus, this study provides a critical argument that motivation in madrassas based on religious values is able to answer the challenges of modernizing education without losing its spirituality roots.

## **Supervisor Role**

The supervision of the head of the madrasah in this study is not only administrative, but also educational and reflective. This is in line with Sahertian's concept of clinical supervision(dalam Kasman, Misbah et.al., Zaman et.al.), who view supervision as a collaborative professional mentoring effort. (Kasman & Novebri, 2021; Misbah, Aziz, Sokip, & Kojin, 2024; Zaman, Nisak, & Zuhriyah, 2023) These findings also support Widjanti's research which emphasizes the role of academic supervision in improving teacher performance.(Widjajanti, 2022)

However, unlike previous research, this study shows that supervision also includes full support for non-academic activities such as sports and art. This expands the scope of instructional leadership theory, which generally emphasizes purely academic aspects.(Glickman, C. D, Gordon, 2013; Makarau, 2022) Thus, the new contribution of this research is to expand the concept of supervision to be more comprehensive, covering academic, professional, and non-academic dimensions.

These results show that the supervision of madrasah heads in the NU environment is not only oriented towards improving the quality of learning in the classroom, but also on the formation of a comprehensive educational ecosystem. Support for non-academic activities proves that the head of the madrasah sees student achievements in a multidimensional way, including academic aspects, skills, and character formation. This also criticizes previous research that tends to place supervision as a function of administrative control. In practice, such comprehensive supervision is more relevant for madrasas that play a dual role: as an academic institution as well as a center for Islamic moral and cultural development. Thus, this research makes a critical contribution in the form of a new understanding that effective supervision must unite academic and non-academic dimensions so that madrasas can produce students who are superior, competitive, and have Islamic character.

## **Impact on Student Achievement**

Increased student achievement in both academic (science, mathematics, sociology) and non-academic (arts, sports, religion) shows that the leadership of madrasah heads has a wide impact. These findings are consistent with research by Furqon et al., which found a strong link between transformational leadership and student achievement.(Furqon, Prabowo, & Zawawi, 2024)

However, this study adds a new perspective that the success of students in NU madrasas is not only measured by academic achievement, but also by the formation of religious character. This distinguishes this study from previous studies such as Prasetya, which emphasized academic achievement in public schools.(Prasetya, 2021) Thus, this research makes a critical contribution in expanding the definition of student achievement in the context of Islamic education.

The achievements of students in this madrasah show that the indicators of the success of Islamic education are multidimensional, covering the cognitive, affective, and spiritual realms. High academic achievement indicates the effectiveness of learning management, while involvement in arts, sports, and religious competitions proves that there is a balance between talent, skill, and morality development. This analysis criticizes the tendency of some

previous research that viewed student achievement solely from the academic aspect, even though in the context of NU madrasas, success is actually measured by the harmonization between intellectual achievement and the formation of Islamic character. Thus, this research makes an important contribution in redefining student achievement as a holistic achievement that balances academic excellence with the strengthening of spiritual values.

Theoretically, this study enriches the literature on educational leadership by emphasizing the importance of integrating Islamic values in modern leadership practices. The results of the study show that participatory, transformational, and instructional leadership theories that have been developed in the context of public schools can be enriched with a dimension of spirituality that is typical of Islamic education. Thus, this research makes a conceptual contribution in the form of an expansion of educational leadership models that are not only oriented to academic achievement, but also to the formation of students' morals and religious character. This finding is also a criticism of the conventional leadership literature that often ignores the role of religious values as a determining factor in educational success.

Practically, this study provides empirical evidence that participatory, collaborative, and spiritual leadership of madrasah heads is able to encourage overall improvement of student achievement, both academic and non-academic. The implementation of managerial strategies involving teachers, motivation that integrates material and spiritual rewards, and supervision that covers the academic and non-academic fields have been proven to create a productive learning climate. This provides concrete recommendations for leaders of Islamic educational institutions to develop a holistic leadership style, which focuses not only on administration and management, but also on character building and strengthening Islamic identity. In this way, madrassas can become institutions that are relevant to the demands of modernization while consistently maintaining their Islamic values.

#### **D. CONCLUSION**

This study confirms that the leadership of madrasah heads who integrate managerial, motivational, and supervisory functions contributes significantly to improving student achievement, both academic and non-academic, at Madrasah Aliyah Nahdlatul Muslimin Undaan Kudus. Important findings show that madrasah heads not only act as administrative managers, but also as spiritual guides and character motivators, thus being able to create a productive, collaborative, and Islamic values-oriented learning climate.

The theoretical contribution of this research lies in strengthening the leadership model of Islamic education which emphasizes the integration of aspects of management, motivation, supervision, and spiritual guidance. Meanwhile, his practical contribution provides recommendations for madrasah heads and education policy makers to develop participatory and collaborative leadership capacity as a strategy to improve the quality of madrasas. The limitation of this research lies in its scope which only examines one madrasah with a qualitative approach to case studies, so the results cannot be generalized to all madrasah contexts. Therefore, further research is recommended to use a comparative approach in several madrassas with mixed methods to obtain a broader and deeper picture of the leadership role of madrasah heads in improving student achievement.

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