



Critical Analysis of Competence Development of Head of State Madrasah

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Received : 28 February, 2022

Accepted : April 15, 2022

Published : April 30, 2022

Citation: Mujab, S (2022). Critical Analysis of Competence Development of Head of State Madrasah.

Ilomata International Journal of Social Science, 3(2), 216-228.

<https://doi.org/10.52728/ijss.v3i2.468>

ABSTRACT: The existence and contribution of Madrasas to Education In Indonesia there is no doubt, Madrasas are one of the concerns of Muslims for the importance of developing quality human resources through Islamic-based education. That the conditions of learning and management in Madrasahs still need monitoring, guidance and assistance in implementing national education standards. This needs to be done because people still doubt the quality of their learning. Madrasah principals must continue to improve their competence in order to carry out their duties and functions both academically and managerially in madrasas through regular and continuous professional development activities. In this research method using descriptive qualitative research methods, the purpose of this study is to determine the extent to which school principals in the Madrasah environment of the Jakarta area office with critical analysis because there are still many assumptions about the community that madrasas are often considered. Educational institutions whose quality is below other public schools. Therefore, madrasas still cannot be used as the main choice in learning.

Keywords: Critical analysis, Competence, Head of Madrasah.



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INTRODUCTION

There is no doubt about the existence and role of madrasas in the development of education in Indonesia. The existence of madrasas is a form of concern for Muslims on the importance of developing human resources through education based on Islam ([Mariana & Helmi, 2022](#)). This is evidenced by the rapid development of madrasas that were born based on the initiative of the community itself which spread to the outskirts of the city or remote rural areas ([Nursaptini & Suyanto, 2019](#); [Sumarni, 2014](#); [Tambak & Sukenti, 2020](#)).

Based on the results of the Focus Group Discussion (FGD) on the implementation of education in madrasas, it is clear that the conditions of learning and management of madrasas in Indonesia still need monitoring, guidance and assistance in implementing the National Education Standards. There is a significant gap in the results of the national exams achieved by schools and madrasas, this shows that madrasas still have to continue to improve learning services to

students. Madrasah principals must continue to improve their competence in order to carry out their duties and functions both academically and managerially in madrasas through routine and ongoing professional development activities ([Maulana et al., 2019](#); [Rokhmiyati, 2021](#)).

Some of the causes of the above conditions are the not yet optimal program for the head of the madrasa which has not been achieved. This is shown by the phenomena: (1) The implementation of the head program is still not effective madrasas, (2) understanding and mastery of competencies that are not optimal, (3) compliance in implementing the program is still not good, such as weak achievement evaluations, (4) the results achieved by students in both academic and non-academic competitions have not been satisfactory, and (5) The achievement of the results of the National Exam scores that there is still a gap between schools and madrasas for the last 2 (two) years ([Hamdan, 2020](#); [Subaidi, 2020](#)).

The madrasa head as the highest leader in the madrasa also has an important role in encouraging quality education. A madrasa head must really be able to carry out his functions in such a way as a policy maker in the interests of the institution and the expected educational goals as outlined by the law. Even madrasah principals play an important role as leaders in madrasa management, including managing teachers and students. For this reason, the madrasa principal must have sufficient competence to mobilize and develop all the potential that exists in the madrasa so that positive changes occur that can be seen from student learning outcomes ([Firdausi & Ulfa, 2021](#)).

More than that, madrasah principals must be agents and pioneers in educational innovation in madrasas. One of the performances of the head of the madrasa can be seen from the quality of education and the achievements of the madrasa he leads. In this context, the quality of education in a madrasa will depend a lot on the professional ability of the madrasah head. On that basis, the leadership of the madrasah principal must also include managerial activities that are focused on student behavior and development as an important part of: curriculum/subject, madrasa organization, teaching and learning quality, assessment/evaluation, recording system, special needs, administration and management, guidance and counselling, roles and responsibilities of parents and society ([Law & Glover, 2000](#)).

The head of the madrasah is someone who occupies a strategic leadership position in an educational unit. Educational leadership competence is the ability to influence and mobilize others to achieve educational goals. The principal in this case directs and utilizes various available resources, and is very significant in determining the success of the learning process in the madrasah ([Sulistiyarini & Sukardi, 2016](#)).

Competence is an ability, namely the capacity of an individual to do various tasks in a job. Furthermore, it is said that individual abilities are formed by two factors, namely intellectual abilities and physical abilities. Intellectual ability is the ability needed to carry out mental activities while physical ability is the ability needed to perform tasks that require stamina, dexterity, strength, and skill ([Robbins, 2001](#)).

The head of the madrasa (school) can be defined as a functional teacher who is given the task of leading a madrasa (school) where the teaching and learning process is held, or a place where there is interaction between the teacher who gives lessons and students. who receive lessons ([Wahjosumidjo, 2013](#)).

With this it can be concluded that competence is the ability or authority to carry out their duties based on certain concepts and theories. Meanwhile, the principal is the highest stakeholder in the institution who has the task of leading and being responsible for everything related to the institution so that the goals of the institution are realized ([Abdulbar et al., 2015](#)).

The need for principals/madrasahs with character has basically been stated in Permendiknas No. 13 of 2007 concerning the Standards of Principals/Madrasahs. Permendiknas states that principals/madrasahs must have five basic competencies, namely: personality, managerial, entrepreneurial, supervisory, and social competencies ([Yusnidar, 2014](#)).

The principal of the madrasa is expected to have a strong personality integrity as a leader, this is shown that the principal must be consistent in thinking, acting, speaking and doing in carrying

out a main task and function. This means that what is done, what is thought, is felt, that is usually what it is. The policies issued by the principal are not selective, meaning they are applied equally to everyone ([Mulyadi, 2012](#)).

Able to control themselves in dealing with problems at work as a school principal. Here it is illustrated that the principal should have emotional stability, meaning not easily stressed, not easily angry, not easily avoided, in every time he faces problems, in connection with his daily duties, the main tasks and functions of the principal. It can be said that the principal shows thoroughness, accuracy, and caution in carrying out his main tasks, in this case it does not mean that he is slow, but that his careful attitude reflects deep considerations, for example regarding certain decisions. Not easily discouraged in the face of all forms of failure in carrying out daily tasks ([Sutarno, 2021](#)).

With regard to performance, the principal as a driving motivator must be able to motivate or encourage teachers and other staff to work even better. This motivation or encouragement is very important to increase the enthusiasm of the teachers and other staff, so that the goals of the madrasa will be achieved properly. Madrasas are community mediators, because in them social functions are carried out by all madrasa residents. Efforts to improve the quality of education in madrasas cannot be separated from the role of the madrasa head as a leader in the madrasa. Improving the quality of education in madrasas is the performance of the madrasa principal. Thus, the performance of the madrasa principal can be seen whether the predetermined vision, mission, and goals of the madrasa have been achieved. If it has been achieved, it can be said that the performance of the madrasa principal is good ([Ansori, 2021](#)).

The head of the madrasa is a professional education staff who is given the full task, responsibility, and authority by the authorized official to carry out guidance and supervision in the academic field and managerial field ([Sagala, 2013](#)).

METHOD

The method used in this research is descriptive method (descriptive survey). The definition of a survey is limited to research in which data is collected from a sample of the population to represent the entire population. Survey research is research that takes a sample from one population and uses a questionnaire as the main data collection tool. The purpose of descriptive research is to make a systematic, factual, and accurate description of the facts and characteristics of the population ([Creswell, 2017](#); [Singarimbun, 2007](#); [Sugiyono, 2019](#)).

Thus, in this study information was collected from respondents using a questionnaire. In addition, data collection is limited to a sample of the population to represent the entire population. The population of this research is the Head of State Islamic Schools, State Tsanawiyah Madrasas, and State Aliyah Madrasas in the regional office of the Ministry of Religion of DKI Jakarta province which consists of 22 State Islamic Madrasahs, 42 State Tsanawiyah Madrasas, and 22 State Aliyah Madrasas.

The approach used in this study is a quantitative approach that explains and describes the conditions of each variable in detail and sees the relationship between variables using SEM (Structural Equation Models) analysis. The quantitative approach relies more on numbers in the form of scores as the basic framework for analysis. The score was obtained by using the survey method.

Survey methods are generally used in large and small populations, but the data studied are data from samples taken from the population, so that relative events, distributions and relationships between variables are found. From the data, facts or information obtained through the survey, it can be described the condition of each variable with one another,

which in the context of this research is referred to as the independent variable on the dependent variable (Kerlinger & Lee, 2000; Means & Neisler, 2020; Noels, 2018).

In the context of this study, the independent variable is the competence of the madrasa principal, while the dependent variable is the work culture and performance of the madrasa principal. The relationship between the variables in this study is explained in the research design scheme as follows:

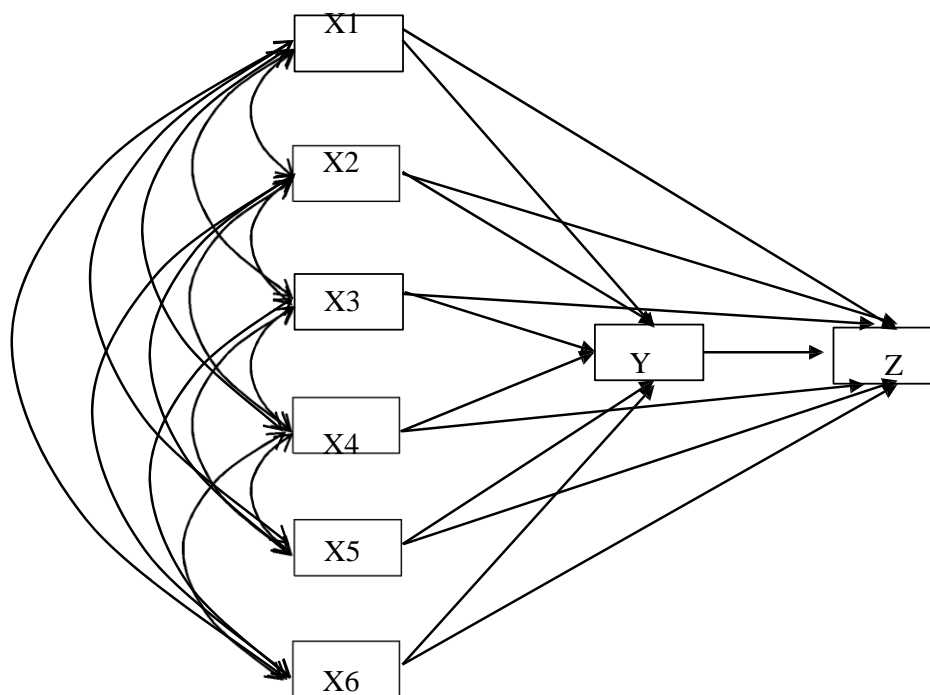


Figure 1
Path Analysis Diagram

Information:

X1 : Islamic Religious Knowledge Competency of Madrasah Heads

X2 : Personality Competence of the Head of Madrasah

X3 : Managerial Competence of the Head of Madrasah

X4 : Entrepreneurial Competence of the Head of Madrasah

X5 : Madrasah Principal Supervision Competence

X6 : Social Competence

Y : Madrasa work culture

Z : The performance of the principal

RESULTS AND DISCUSSION

1. Islamic Knowledge Variables

To measure the level of competence of Islamic religious knowledge of the heads of public madrasahs in the Ministry of Religion of DKI Jakarta Province which is the sample in this study, it

can be seen based on the percentage of achievement scores obtained by all respondents on this variable. In this case, the competence of Islamic religious knowledge at the head of the madrasa is assessed based on a direct test related to the madrasa principal's understanding of Islamic religious knowledge. Apart from the personal side of the head of the madrasa, the competence of Islamic religious knowledge of the head of the madrasa is also assessed based on the results of a survey/observation on a third party about the head of the madrasa, which in this case is addressed to the teachers/educational staff in the madrasa who have interacted a lot with the madrasah principal.

The data from the distribution of research instruments shows that the level of achievement of the Islamic religious knowledge competency variable score for madrasah principals is 74.65%. This means that the Islamic religious knowledge competence of the head of public madrasah within the Ministry of Religion of DKI Jakarta is included in the high category according to the criteria of absolute norm benchmark. The following is a comparison of the competency assessment of Islamic religious knowledge according to the results of the test that was filled out directly by the head of the madrasa with a survey filled out by teachers/education staff.

**Figure 2 Percentage of Achievement of Islamic Religious Knowledge
Competency Scores Head master**

Kompetensi Pengetahuan Agama	Score Total	Score Ideal	% Achievement	Information
Hasil Tes kepala	139	215	65,00%	tingg
Hasil instrumen kepada guru	1813	2150	84,31%	Sangat tinggi

Based on the table above, it appears that the Islamic knowledge of the heads of state madrasah in the Ministry of Religion of Prov. DKI Jakarta based on the results of a direct test to the head of the madrasa is included in the high category where the total score obtained is 1397 with an achievement score of 65.0%. The Islamic religious knowledge competence of the head of the public madrasah within the Ministry of Religion of DKI Jakarta Province based on the assessment of the teachers/educational staff at the place where the head of the madrasa is assigned to get a total score of 1813 with an achievement percentage of 84.31% or included in the very high category.

2. Personal Competency Variables

The level of personality competence of the heads of public madrasah in the Ministry of Religion of DKI Jakarta Province which is the sample in this study, is calculated based on the percentage of achievement scores obtained by all respondents. In this case, the personality competence of the head of the madrasa is also assessed based on the observation results of the perceptions of teachers / education personnel about the personality competence of their leader (head of madrasah).

The data from the distribution of research instruments shows that the level of achievement of the personality competency variable score of the madrasah principals is 86.8%. This means that

the personality competence of the head of public madrasah within the Ministry of Religion of DKI Jakarta is included in the very high category according to the absolute norm benchmark criteria.

The following is a comparison of the personality competency assessment according to the results of a personal assessment filled out directly by the head of the madrasa with a survey filled out by teachers/education staff.

Figure 3 Percentage of Achievement of the Personality Competency Score of the Head of Madrasah based on each Dimension

Kompetensi Kepribadian	Score Tota	Score Idea	% Achievement	Information
Hasil instrumen kepada kepala madrasah	3894	4300	90,6%	Sangat tinggi
Hasil instrumen kepada guru	3569	4300	83,0%	Sangat tinggi

Based on the table above, it appears that the personality competencies of the head of public madrasah within the Ministry of Religion of Prov. DKI Jakarta based on the results of the direct instrument to the head of the madrasa is included in the very high category where the total score obtained is 3894 with an achievement score of 90.6%. This score is higher than the assessment of the teachers/educational staff in the place where the head of the madrasa is in charge, with a total score of 3569 and the percentage of achievement of 83.0% or is included in the very high category.

3. Managerial Competency Variables

Data from the results of the distribution of research instruments showed that the level of achievement of the managerial competence variable score of the madrasah principals was 84.5%. This means that the managerial competence of the head of public madrasah within the Ministry of Religion of DKI Jakarta is included in the very high category according to the absolute norm benchmark criteria.

As previously stated, the managerial competence of the madrasah principal is assessed based on data from the results of research instruments given to the madrasah principal directly, and also a survey given to teachers/educational staff under the leadership of the madrasah principal concerned in order to assess the managerial competence of the madrasah principal.

The following is a comparison of the managerial competency assessment according to the results of a personal assessment filled out directly by the head of the madrasa with a survey filled out by teachers/education staff.

Figure 4 Percentage of Achievement of Managerial Competency Scores for Madrasah Principals based on Each Dimension

Competence managerial	Score Total	Score Ideal	% Achievement	Information
Hasil instrumen kepada	3724	4300	86,6%	Sangat
Hasil instrumen kepada guru &	3544	4300	82,4%	Sangat

4. Entrepreneurial Competence Variables

The level of entrepreneurial competence of the heads of public madrasah in the Ministry of Religion of DKI Jakarta Province which is the sample in this study, is calculated based on the percentage of achievement scores obtained by all respondents. In this case, the entrepreneurial competence of the madrasah principal is also assessed based on the observations of the perceptions of the teachers/educational staff about the entrepreneurial competence of their leaders (madrasah principals).

The data from the distribution of research instruments shows that the level of achievement of the variable score of the entrepreneurial competence of madrasah principals is 85.8%. This means that the entrepreneurial competence of the head of public madrasah in the Ministry of Religion of DKI Jakarta is included in the very high category according to the absolute norm benchmark criteria. As stated earlier, the entrepreneurial competence of the madrasa principal is assessed based on data from the results of research instruments given to the madrasa principal directly, and also a survey given to teachers/educational staff under the leadership of the madrasa principal concerned in order to assess the entrepreneurial competence of the madrasah principal.

The following is a comparison of the entrepreneurial competency assessment according to the results of a personal assessment filled out directly by the head of the madrasa with a survey filled out by teachers/education staff.

Figure 5 Percentage of Achievement of the Head of Madrasah Entrepreneurship Competency Score

Kompetensi Kewirausahaan	Score Total	Score Ideal	% Achievement	Information
Hasil instrumen kepada kepala madrasah	3803	4300	88,4%	Sangat tinggi
Hasil instrumen kepada guru & tenaga kependidikan	3574	4300	83,1%	Sangat tinggi

Based on the table above, it appears that the entrepreneurial competence of public madrasah heads within the Ministry of Religion of Prov. DKI Jakarta based on the results of the direct instrument to the head of the madrasa is included in the very high category where the total score obtained is 3803 with an achievement score of 88.4%. This score is higher than the assessment of the teachers/educational staff in the place where the madrasa principal is on duty, with a total score of 3574 and the percentage of achievement of 83.1% or included in the very high category.

5. Supervision Competency Variable

The data from the distribution of research instruments shows that the level of achievement of the variable score of the supervisory competence of the madrasah principals is 81.7%. This means that the supervisory competence of the head of public madrasah within the Ministry of Religion of DKI Jakarta is included in the very high category according to the absolute norm benchmark criteria.

As previously stated, the supervisory competence of the madrasah principal is assessed based on data from the results of research instruments given to the madrasah principal directly, and also a survey given to teachers/educational staff under the leadership of the madrasah principal concerned in order to assess the supervisory competence of the madrasah principal.

The following is a comparison of the supervisory competency assessment according to the results of a personal assessment filled out directly by the head of the madrasa with a survey filled out by teachers/education staff.

**Figure 6 Percentage of Achievement of the Head of Madrasah Supervision
Competency Score**

Kompetensi Supervisi	Score Total	Score Ideal	% Achievemen	Information
Hasil instrumen kepada	3300	3870	85,3%	Sangat
Hasil instrumen kepada guru &	3025	3870	78,2%	tinggi

Based on the table above, it appears that the supervisory competence of the head of public madrasah within the Ministry of Religion Prov. DKI Jakarta based on the results of the direct instrument to the madrasah principal is included in he very high category where the total score obtained is 3300 with an achievement score of 85.3%. This score is higher than the assessment of the teachers/educational staff in the place where the madrasa principal is on duty, with a total score of 3025 and the percentage of achievement of 78.4% or included in the high category.

6. Social Competence Variables

The level of social competence of the heads of public madrasah in the Ministry of Religion of DKI Jakarta Province which is the sample in this study, is calculated based on the percentage of achievement scores obtained by all respondents. In this case, the social competence of the head of the madrasa is also assessed based on the observations of the perceptions of teachers / education personnel about the social competence of their leader (head of madrasah).

The data from the distribution of research instruments shows that the level of achievement of the social competence variable score of the madrasah principals is 87.9%. This means that the social competence of the head of public madrasah within the Ministry of Religion of DKI Jakarta is included in the very high category according to the absolute norm benchmark criteria.

As previously stated, the social competence of the madrasah principal is assessed based on data from the results of research instruments given to the madrasah principal directly, and also a survey given to teachers/educational staff under the leadership of the madrasah principal concerned in order to assess the social competence of the madrasah principal.

The following is a comparison of the assessment of social competence according to the results of a personal assessment filled out directly by the head of the madrasa with a survey filled out by teachers/education staff.

Figure 7 Percentage of Achievement of the Head of Madrasah Social Competency Score

Kompetensi Sosial	Score Total	Score Ideal	% Achievemen	Information
Hasil instrumen kepada	3950	4300	91,9%	Sangat
Hasil instrumen kepada guru &	3610	4300	84,0%	Sangat

Based on the table above, it appears that the social competence of the head of public madrasah within the Ministry of Religion of Prov. DKI Jakarta based on the results of the direct instrument to the head of the madrasa is included in the very high category where the total score obtained is 3950 with an achievement score of 91.9%. This score is higher than the assessment of the teachers/educational staff in the place where the madrasa principal is in charge, with a total score of 3610 and the percentage of achievement of 84.0% or included in the very high category.

7. Madrasa Culture Variables

Data from the distribution of research instruments shows that the level of achievement of the cultural variable score of public madrasahs in the Ministry of Religion of DKI Jakarta is 90.1%. This means that the culture of public madrasahs within the Ministry of Religion of DKI Jakarta is included in the very high category according to the criteria for absolute norms.

As stated earlier, madrasah culture is assessed based on data from research instruments given to the head of the madrasah directly, and also a survey given to teachers/educational staff under the leadership of the madrasah head concerned in order to assess the culture of the madrasah in which they serve.

The following is a comparison of the madrasah culture assessment according to the results of a personal assessment filled out directly by the head of the madrasah with a survey filled out by teachers/education staff.

Figure 8 Percentage of Achievement of Madrasah Culture Score

Budaya madrasah	Score Total	Score Ideal	% Achievement	Information
Hasil instrumen kepada	5154	5590	92,2%	Sangat
Hasil instrumen kepada guru &	4924	5590	88,1%	Sangat

Based on the table above, it appears that the culture of public madrasahs within the Ministry of Religion of Prov. DKI Jakarta based on the results of the direct instrument to the head of the madrasah is included in the very high category where the total score obtained is 5154 with an achievement score of 92.2%. This score is higher than the assessment of the teachers/educational staff in the place where the madrasah principal is in charge, with a total score of 4924 and the percentage of achievement of 88.1% or included in the very high category.

8. Variables of Madrasah Principal's Performance

The data from the distribution of research instruments shows that the level of achievement of the performance variable score of the madrasah principal is 88.3%. This means that the performance of the head of public madrasah within the Ministry of Religion of DKI Jakarta is included in the very high category according to the absolute norm benchmark criteria. As previously stated, the performance of the madrasah principal is assessed based on data from the results of research instruments given to the madrasah principal directly, and also a survey given to teachers/educational staff under the leadership of the madrasah principal concerned in order to assess the performance of the madrasah principal.

The following is a comparison of the performance assessment of madrasah principals according to the results of personal assessments filled out directly by the madrasah principal with a survey filled out by teachers/education staff.

Figure 9 Percentage of Achievement of Madrasah Principal Performance Score

Kinerja kepala madrasah	Score Total	Score Ideal	% Achievemen	Information
Hasil instrumen kepada	12489	13760	90,8%	Sangat
Hasil instrumen kepada guru &	11808	13760	85,8%	Sangat

Based on the table above, it appears that the performance of the head of public madrasah within the Ministry of Religion Prov. DKI Jakarta based on the results of the direct instrument to the head of the madrasa is included in the very high category where the total score obtained is 12489 with an achievement score of 90.8%. This score is higher than the assessment of the teachers/educational staff in the place where the madrasa principal is in charge, with a total score of 11808 and the percentage of achievement of 85.8% or included in the very high category.

CONCLUSION

Based on the results of the study found empirical evidence regarding the influence of Islamic religious knowledge competence, personality competence, supervisory competence and social competence on work culture. The other two competencies, namely managerial competence and entrepreneurial competence, have no significant effect on madrasa culture. Of the six independent variables studied, the variable of Islamic religious knowledge competence is the variable that has the greatest direct and indirect influence on madrasa culture compared to other variables.

In addition to madrasa culture, the results of this study also show that Islamic religious knowledge competence, personality competence, managerial competence, entrepreneurial competence, supervision competence, social competence and madrasa culture have a significant influence on the performance of public madrasah principals in the Ministry of Religion of DKI Jakarta province. In this second model, the variable that has the greatest influence on the performance of the madrasa principal, both direct and indirect, is the entrepreneurial variable.

Islamic religious knowledge competence, entrepreneurial competence and social competence of the head of the state madrasah aliyah in the provincial ministry of religion. DKI Jakarta is higher than the head of madrasah ibtidaiyah and tsanawiyah. The head of madrasah ibtidaiyah is

superior to the head of madrasah aliyah and the head of madrasah tsanawiyah in personality, managerial and supervisory competencies although the difference is not that far from the score achieved by the head of madrasah aliyah.

The culture of the state madrasah aliyah in the Ministry of Religion of DKI Jakarta province is the best compared to the culture of madrasah ibtidaiyah and madrasah tsanawiyah according to the results of the study. Likewise, the performance of the head of madrasah aliyah is the highest score compared to the performance of the head of madrasah ibtidaiyah and madrasah tsanawiyah.

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