

IMPLEMENTATION OF EDUCATIONAL INSTITUTION LEADERS IN IMPROVING EDUCATION QUALITY MANAGEMENT FOR TEACHERS

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Abstract

Education plays a strategic role in shaping quality human resources through the implementation of educational quality management and the improvement of teacher quality as the main implementers of the learning process. This study was motivated by the importance of the role of educational institution leaders in fostering, directing, and empowering teachers to achieve optimal education quality. The purpose of this study was to analyze the implementation and strategies used by educational institution leaders in improving quality management among teachers at MTs Negeri 1 and MTs Negeri 2 in Serang Regency. This study uses a descriptive qualitative approach with data collection techniques through in-depth interviews, observation, and documentation. Data analysis was conducted using the Miles and Huberman model, which includes data reduction, data presentation, and conclusion drawing. The results show that educational institution leaders have implemented quality management by applying five competencies of madrasah principals, namely personality, managerial, entrepreneurial, supervisory, and social competencies. This implementation is realized through systematic program planning, continuous academic supervision, and teacher professional development through MGMP activities, workshops, seminars, and performance monitoring. Improvements in education quality were also made through the integrated management of inputs, processes, outputs, and outcomes. Supporting factors in the implementation of quality management included the leadership competencies of madrasah principals, teacher commitment and participation, a collaborative work culture, and the use of technology and managerial innovation. Meanwhile, the inhibiting factors include differences in teachers' understanding of quality management, limited time for professional development, limited infrastructure, and resistance to change. Overall, participatory and collaborative leadership has proven to be able to improve the quality of education and teachers in madrasahs.

Keywords: Madrasah Principal, Education Management, and Education Quality.

Abstrak

Pendidikan memiliki peran strategis dalam membentuk sumber daya manusia yang berkualitas melalui penerapan manajemen mutu pendidikan serta peningkatan kualitas guru sebagai pelaksana utama proses pembelajaran. Penelitian ini dilatarbelakangi oleh pentingnya peran pemimpin lembaga pendidikan dalam membina, mengarahkan, dan

memberdayakan guru guna mewujudkan mutu pendidikan yang optimal. Tujuan penelitian ini adalah menganalisis implementasi serta strategi yang dilakukan pemimpin lembaga pendidikan dalam meningkatkan manajemen mutu pada guru di MTs Negeri 1 dan MTs Negeri 2 Kabupaten Serang. Penelitian ini menggunakan pendekatan kualitatif deskriptif dengan teknik pengumpulan data melalui wawancara mendalam, observasi, dan dokumentasi. Analisis data dilakukan menggunakan model Miles dan Huberman yang meliputi reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa pemimpin lembaga pendidikan telah mengimplementasikan manajemen mutu dengan menerapkan lima kompetensi kepala madrasah, yaitu kompetensi kepribadian, manajerial, kewirausahaan, supervisi, dan sosial. Implementasi tersebut diwujudkan melalui perencanaan program yang sistematis, pelaksanaan supervisi akademik berkelanjutan, serta pengembangan profesional guru melalui kegiatan MGMP, workshop, seminar, dan monitoring kinerja. Peningkatan mutu pendidikan juga dilakukan melalui pengelolaan input, proses, output, dan outcome secara terintegrasi. Faktor pendukung dalam pelaksanaan manajemen mutu meliputi kompetensi kepemimpinan kepala madrasah, komitmen dan partisipasi guru, budaya kerja kolaboratif, serta pemanfaatan teknologi dan inovasi manajerial. Adapun faktor penghambat meliputi perbedaan pemahaman guru terhadap manajemen mutu, keterbatasan waktu pengembangan profesional, keterbatasan sarana prasarana, dan resistensi terhadap perubahan. Secara keseluruhan, kepemimpinan yang partisipatif dan kolaboratif terbukti mampu meningkatkan mutu pendidikan dan kualitas guru di madrasah.

Kata kunci: Kepala Madrasah, Manajemen Pendidikan, dan Mutu Pendidikan.

INTRODUCTION

The era of globalization, marked by rapid advances in science and technology, has brought significant changes to various aspects of human life, including education. These developments require educational institutions to be able to adapt to the dynamics of ongoing change in order to produce high-quality, competitive human resources with critical and creative thinking skills. In the context of Islamic education in Indonesia, Madrasah Tsanawiyah is one of the formal educational institutions that plays a strategic role in shaping a generation that is not only academically superior but also has a strong foundation in Islamic values. Madrasah Tsanawiyah, as part of the national education system, serves to integrate spiritual, moral, and intellectual aspects in the learning process so as to create a balance between the mastery of knowledge and the character building of students (Khair & Agustini, 2024).

In facing the challenges of globalization, the quality of education is a determining factor in the success of an educational institution. Quality education is not only determined by the curriculum used, but is also influenced by various interrelated educational components, such as institutional leadership, teacher competence, infrastructure, and the educational management system implemented. Therefore, improving the quality of education is an important agenda that must be carried out continuously by every educational institution. Efforts to improve quality cannot be separated from the role of educational institution leaders who have the responsibility to design, manage, and develop effective and quality education systems (Rifky et al., 2024). Educational

institution leaders have a strategic role in determining the direction of policy and development of educational institutions. Effective leadership is not only related to administrative abilities, but also includes the ability to build institutional vision and mission, manage resources optimally, and create an educational environment conducive to the learning process. An educational institution leader is expected to be an agent of change who can mobilize all components of the school or madrasah to work collaboratively in achieving the established educational goals. Thus, the success of an educational institution in improving the quality of education is greatly influenced by the quality of leadership possessed by the head of the madrasah or school principal.

In addition to the role of leadership, improving the quality of education also depends heavily on the quality of teachers as the main implementers of the learning process. Teachers are an important component in the education system who play a direct role in shaping the knowledge, skills, and character of students. Therefore, the quality of teachers is a key factor in determining the success of the learning process in the classroom. Professional teachers are not only required to have pedagogical, professional, social, and personal competencies, but must also be able to develop themselves continuously in order to adapt to developments in science, technology, and the ever-changing needs of students (Pramudya et al., 2022). In an effort to improve the quality of education, the concept of educational quality management has become one of the approaches widely applied in educational institutions. Educational quality management is a systematic and continuous process of managing education to achieve predetermined quality standards. This approach emphasizes the importance of planning, implementation, evaluation, and continuous improvement in all aspects of education. By effectively implementing educational quality management, educational institutions are expected to improve the quality of educational services and produce graduates with competencies that meet the demands of the times.

In the context of madrasahs, the implementation of educational quality management does not only focus on academic aspects but also includes strengthening Islamic values in the educational process. This is a distinctive characteristic of madrasahs as Islamic educational institutions that not only aim to improve the intellectual abilities of students but also shape their morals and character in accordance with Islamic teachings. Therefore, educational management in madrasahs requires a comprehensive and integrative management approach in order to optimize the full potential of educational institutions.

One important aspect of educational quality management is human resource management, especially teachers. Teachers, as professional educators, have a great responsibility in organizing effective and quality learning processes. Based on Government Regulation of the Republic of Indonesia Number 74 of 2008 concerning Teachers, teachers are professional educators whose main duties are to educate, teach, guide, direct, train, assess, and evaluate students at the formal education level. This shows that the role of teachers is not limited to teaching activities in the classroom, but also includes various aspects of comprehensive student guidance and development. In practice, improving the quality of education is greatly influenced by the quality of the learning process that takes place in

the classroom. An effective learning process requires careful planning, appropriate learning strategies, and the use of learning methods and media that are suitable for the characteristics of the students. Professional teachers are expected to be able to create a conducive and interactive learning atmosphere and encourage students to think critically and creatively. In addition, teachers must also be able to utilize developments in information and communication technology as a means to improve the effectiveness of learning.

The development of digital technology in education has brought significant changes to the learning process. The use of technology in education allows teachers to access a wider range of learning resources and use various innovative learning media. However, the application of technology in learning also requires teachers to be prepared and able to operate and utilize it effectively. Therefore, improving teachers' competence in information technology is an important aspect in efforts to improve the quality of education in the digital age.

In addition to professional competence, teachers are also required to have a high level of commitment to their profession. This commitment is reflected in their attitude of responsibility, discipline, and willingness to continue learning and developing themselves. Teachers who are highly committed to their profession will be more motivated to improve the quality of learning and provide the best educational services for their students. Therefore, the continuous professional development of teachers is one of the important strategies in improving the quality of education. Teacher professional development programs can be carried out through various activities, such as training, seminars, workshops, and Subject Teacher Working Group (MGMP) activities. Through these activities, teachers can share experiences, increase knowledge, and develop skills in managing the learning process. In addition, academic supervision activities carried out by the head of the madrasah are also an important means of improving the quality of learning. Academic supervision aims to provide guidance and support to teachers so that they can improve their competence in carrying out the learning process.

However, in implementing education quality management in madrasahs, various challenges and obstacles are often encountered. Some of the obstacles that are often encountered include limited educational facilities and infrastructure, differences in teacher competence levels, and limited time in implementing professional development programs. In addition, resistance to change is also a factor that can hinder the implementation of innovations in education management. Therefore, strong and visionary leadership is needed to overcome these obstacles and encourage all components of educational institutions to work together to improve the quality of education. In this context, the role of educational institution leaders is very important in creating an effective quality management system. As leaders of educational institutions, madrasah principals have the responsibility to design educational development strategies, manage resources optimally, and build a collaborative work culture within the madrasah environment. Participatory and collaborative leadership will be able to encourage the

involvement of all components of educational institutions in the process of improving the quality of education.

Based on this description, it can be concluded that improving the quality of education in madrasahs requires synergy between various educational components, especially the leadership of educational institutions and the quality of teachers. Effective leadership can create a conducive educational environment and encourage the continuous professional development of teachers. Thus, the implementation of good educational quality management in madrasahs is expected to improve the quality of the learning process and produce graduates who have academic competence, strong character, and the ability to compete in the era of globalization.

METHOD

This research uses a qualitative research approach (qualitative research), with data collection techniques through observation, interviews, and documentation, then the data is analyzed descriptively verbally to produce a description in the form of speech or writing and observed behavior based on the research subject, not in the form of numbers or statistics (Rukajat, 2018). This study aims to understand the implementation of educational institution leaders in improving the quality management of education for teachers at MTs. Nelgelri 1 and MTs. Nelgelri 2 in Selrang Regency. The observation focused on the behavior and practices of educational institution leaders in improving the management of education quality for teachers. Interviews were conducted in a structured and unstructured manner with relevant parties. Documentation studies were conducted to collect information from various relevant written sources, images, and electronic sources (Dalglish et al., 2020). The data analysis process used the Milels Hubelrman model, which involved three core steps, namely data reduction, data presentation, and conclusion drawing, as quoted (Dahal, 2025). Through a comprehensive data analysis process and data validity checks, this study is expected to produce valid findings and make a significant contribution to the field of research.

RESULTS AND DISCUSSION

A. Implementation of Educational Institution Leaders in Improving Quality Management in Education for Teachers

In the context of discussions on improving the quality of education management among teachers at MTs. Nelgelri 1 and MTs. Nelgelri 2 in Selrang Regency, it was clear how the two educational institution leaders took steps to improve the quality of education management among teachers. This involves improving the effectiveness and efficiency of teaching programs, leadership patterns that can influence decision-making, as well as leadership styles that can create fair and equitable relationships with educational resources. This is an effort to improve the management of education quality by implementing five competency standards for leaders of educational institutions as madrasah principals, which is in line with the Ministry of Education and Culture Regulation No. 13 of 2007 concerning Competency Standards for Madrasah Principals,

which serves as a normative reference in carrying out the duties and functions of madrasah principals professionally.

1. Personal Competence

Personal competence is the ability of a leader to reflect integrity, maturity, ethics, and a stable character, and to be a role model in carrying out duties in accordance with their profession. Iman Slamelt stated that the leader of an educational institution is always present early before teaching and learning activities begin. In addition, the leader of the MTs. Nelgelri 1 Selrang educational institution also always speaks kindly, is fair, respects opinions, and actively encourages all MTs. Nelgelri 1 Selrang is punctual when it is time to perform religious duties. (Sellamelt, 2025) Meanwhile, the leader of the MTs. Nelgelri 2 Selrang educational institution demonstrates his integrity as a leader in disciplining and carrying out his responsibilities as Hatbi Dainul Islam says, Alhamdulillah, the leader of the MTs. Nelgelri 2 Selrang educational institution has demonstrated integrity, discipline, and responsibility through exemplary daily actions. In addition, he is also always honest, transparent, and decisive in making decisions (Islam, 2025).

2. Managerial Competence

Managerial competence is the ability of a leader to carry out planning, task distribution, direction, coordination, and evaluation of various activities within the scope of their responsibilities to achieve common goals effectively and efficiently. Of course, this competency is demonstrated through collaboration between the leaders of educational institutions and the staff at MTs. Nelgelri 1 Selrang and MTs. Nelgelri 2 Selrang, as stated by Mrs. Nani Mulyani as the deputy head of the curriculum, where the collaboration between the leader and the deputy head of the curriculum is to plan the annual work program, developing learning in madrasahs, and implementing them in accordance with applicable regulations in accordance with the duties and functions of the deputies because without collaboration with other deputies, I cannot maximize the madrasah program properly (Mulyani, 2025). Farhan Rafsanjai states that the most prominent aspect of educational institution leaders in terms of managerial competence is the ability to systematically plan programs and carry out consistent supervision. This is clearly seen when the program runs according to plan. In addition, he routinely supervises, monitors teacher performance, and provides feedback so that the learning process can continue to improve (Rafsanjani, 2025).

3. Entrepreneurial Competence

Entrepreneurial competence is the ability of an individual to create, develop, and manage a business or innovation by utilizing opportunities relatively, taking calculated risks, and being oriented towards results and change. This refers to the ability of educational institution leaders to bring about breakthroughs, innovations, and reforms that can improve the quality of education management for teachers. This was stated by Jupriyadi as the deputy head of facilities and infrastructure at MTs. Figure 1 Selrang stated that institutional leaders continue to encourage development innovations through various

efforts by providing modern learning media, comfortable classrooms, supportive learning facilities, and other optimizations that can be used effectively. This shows the collaboration between me and the leaders of educational institutions as the head of the madrasah (Jupriyadi, 2025). This is certainly very important, because through entrepreneurial complementarity, we can create new innovations, take advantage of opportunities, and encourage teachers to develop their professional abilities in a relative manner. This not only creates an innovative work atmosphere, but also supports the continuous improvement of education quality management (Nasria, 2025).

4. Supervisory Competence

Supervisory competence is the ability of leaders to systematically and continuously provide guidance, supervision, assistance, and evaluation of the learning process and teacher performance. Of course, this aims to ensure that learning activities run according to standards, are effective, and are able to achieve the established educational objectives. This can be done by an educational institution leader through developing quality management in teachers with guidance, supervision, feedback, and evaluation. As stated by Aah Salhah, an educator at MTS. Nelgelri 1 Selrang, the supervision carried out by the leaders of educational institutions has been running quite well and is well-structured. In the process, the leaders of educational institutions not only evaluate, but also provide direction, input, and guidance that can help us as teachers to improve and enhance the quality of learning (Salhah, 2025). This was stated by Mr. Jaelnudin, who said that the supervision activities carried out by educational institution leaders certainly have a significant impact on improving the quality of education, both for teachers and for the madrasah itself. Therefore, with the existence of this comprehensive supervision, we can all correct existing mistakes, such as the unsuitability of teaching methods, teaching aids, and supervision that is not yet optimal (Jaelnudin, 2025).

5. Social Competence

Social competence is the ability of educational institution leaders or educators to build and manage interpersonal relationships effectively, harmoniously, and productively with the entire school community and society. This competence includes communication skills, interaction, cooperation, respect for diversity, and fostering mutually supportive partnerships. This was expressed by Mr. Sudharmono, an educational staff member at Nelgelri 1 Selrang, who stated that in supporting the needs of teachers to perform well and be well-conditioned, one of the efforts made by the education staff is through various administrative needs of teachers, such as providing academic data, completing learning administration, to services related to correspondence and documentation of learning activities. In addition to the aforementioned, the leaders of educational institutions also involve us in every program related to improving the quality of education for teachers so that it is well facilitated (Sudharmono, n.d.). The same thing was expressed by Mr. Dainul Islam, who stated that the leaders of educational institutions build open and mutually respectful communication. He routinely holds coordination meetings, discussions, and

evaluation meetings to ensure that all parties understand their respective roles and responsibilities. In addition, leaders also emphasize the importance of mutual support, cooperation, and collaboration in carrying out madrasah tasks (Islam, 2025).

B. Strategies of Educational Institution Leaders in Improving Education Quality Management

Education quality management is a systematic effort to ensure the effectiveness of all components of education in producing quality educational services. In this case, educational institution leaders play a strategic role as leaders, motivators, and controllers of the implementation of educational quality through the formulation of strategies that cover the management of inputs, processes, outputs, and outcomes, so that all educational activities can run in a planned, organized, implemented, and monitored manner in an optimal way.

1. Input Management

The leaders of educational institutions at MTs. Nelgelri 1 Selrang and MTs. Nelgelri 2 Selrang implement an input management strategy by focusing on strengthening the quality of human resources and providing learning support facilities and infrastructure. Both madrasah principals assign teachers' duties based on their competence, educational background, and teaching experience, as well as encourage teachers to participate in various professional development activities such as MGMP, workshops, and seminars. In addition, both madrasahs also strive to optimize the use of learning facilities and educational technology, despite varying levels of readiness and facilities, as a starting point in realizing sustainable quality education management.

2. Process Management

In process management, the leaders of educational institutions in both madrasahs emphasize the implementation of planned, coordinated, and sustainable management and learning. The strategies implemented include the systematic preparation of madrasah work programs, the routine implementation of academic and managerial supervision, as well as the monitoring and evaluation of teacher performance. The principals of MTs. Nelgelri 1 and MTs. Nelgelri 2 Selrang actively build a collaborative work culture through coordination meetings, evaluative discussions, and teacher involvement in decision-making. The management of this process aims to ensure that all educational activities are carried out in accordance with the established quality standards.

3. Output Management

The output management strategy at MTs. Nelgelri 1 Selrang and MTs. Nelgelri 2 Selrang focuses on achieving teacher performance results and improving the quality of learning. The leaders of educational institutions assess teacher performance based on the results of supervision, learning evaluations, and the implementation of madrasah work programs. The expected output is reflected in the increased professionalism of teachers, the quality of learning planning and implementation, as well as the increasingly optimal learning

outcomes of students. The evaluation of this output is used as a basis for the improvement and development of education quality programs in both madrasahs.

4. Outcome Management

Outcome management is directed at the long-term impact of the implementation of education quality management at MTs. Nelgelri 1 Selrang and MTs. Nelgelri 2 Selrang. The strategy of the educational institution leaders is focused on creating a culture of sustainable quality, increasing the commitment and professional performance of teachers, as well as increasing public trust in madrasahs. The outcomes are also reflected in the achievement of the madrasah's vision and mission, the improvement of the competitiveness of educational institutions, and the realization of graduates with Islamic character, academic competence, and the ability to adapt to the changing times.

C. Efforts of Educational Institution Leaders in Improving Teacher Quality

Educational institution leaders have a strategic role in improving teacher quality through planned and continuous professional development. These efforts are carried out by creating a conducive work environment, strengthening coordination and communication between teachers and all stakeholders, as well as conducting regular monitoring of teacher performance. Based on the results of research at MTs Nelgelri 1 Selrang and MTs Nelgelri 2 Selrang, the improvement of teacher quality is realized through active involvement in MGMP, the implementation of workshops and seminars, monitoring of teacher performance, implementation of madrasah work programs, and continuous evaluation as a basis for improving teacher competence and professionalism.

D. Supporting and Hindering Factors in the Implementation Process of Educational Institution Leaders in Improving the Quality Management of Teachers

1. Supporting Factors

a) Competence of Educational Institution Leaders (Madrasah Principals)

The competence of educational institution leaders at MTs. Nelgelri 1 and MTs. Nelgelri 2 in Selrang Regency shows that they have good and comprehensive leadership competence, which includes personality, managerial, supervisory, entrepreneurial, and social competence. This competence is reflected in the ability of the madrasah principal to systematically plan work programs, organize and optimize madrasah resources, carry out continuous academic supervision, as well as building harmonious communication and working relationships with teachers and educational staff.

b) Commitment and Support of Staff (Educators and Educational Staff)

Most teachers show an open attitude and have a high level of commitment to the implementation of the education quality improvement program applied in madrasahs. This attitude is reflected in the willingness of teachers to actively participate in various professional development activities, such as workshops, seminars, Subject Teacher

Working Groups (MGMP), and competency improvement training organized by the madrasah and external parties.

c) Collaborative and Participatory Work Culture

Educational institution leaders implement a participatory leadership style by actively involving teachers in the decision-making process, program planning, and evaluation of educational activities. The implementation of this leadership style creates a conducive, open, and supportive working atmosphere among teachers and educational staff at the madrasah.

d) Continuous Teacher Professional Development Program

Continuous teacher development and training programs, such as academic supervision, monitoring and evaluation of learning, and training tailored to teachers' needs, are one of the main supporting factors in improving the quality of education management in madrasahs. These programs play an important role in improving teachers' pedagogical and professional competence, improving the quality of lesson planning and implementation, and encouraging teachers to continuously improve their performance.

e) Utilization of Technology and Management Innovation

The utilization of technology and management innovation, especially at MTs. Nelgelri 2 Selrang Regency, it is evident when using digital technology in the learning process, accompanied by the implementation of a *reward* system for teachers with outstanding performance, which contributes significantly to improving teacher professionalism and the effectiveness of education quality management. The use of digital technology encourages teachers to develop more innovative, interactive, and efficient learning methods, while the implementation of a reward system serves as a form of appreciation that increases teachers' motivation, loyalty, and commitment in carrying out their professional duties and responsibilities.

Inhibiting Factors

a) Differences in Teachers' Level of Understanding of Education Quality Management

These differences are evident in that not all teachers have the same level of understanding of the concept and implementation of education quality management. Because of this, there are differences in educational backgrounds, teaching experience, and teachers' readiness to accept change, causing some teachers to still need more intensive and continuous assistance. This condition has an impact on the variation in the application of learning quality standards in the classroom, thus requiring a planned, systematic, and needs-oriented coaching strategy for each teacher.

b) Limited Time for Teacher Professional Development

The high administrative workload, coupled with a heavy teaching schedule, means that some teachers find it difficult to participate in professional development activities. This

has resulted in less than optimal participation by teachers in various competency improvement programs, thereby impacting the effectiveness of the implementation of education quality improvement programs in madrasahs.

c) Uneven Adaptation of Technology

There are still some teachers who are not yet fully able to adapt to the increasingly rapid developments in learning technology. Limitations in the mastery of information and communication technology are an obstacle to the implementation of digital-based learning, both in planning, implementation, and evaluation of learning. In addition, this condition also has an impact on the suboptimal implementation of managerial innovations that require the use of information technology-based systems and applications in the management of education in a uniform manner to be more effective.

d) Limited Facilities and Infrastructure

In general, the facilities and infrastructure in madrasahs are adequate, but in some aspects, there are still limitations in the facilities that support learning and professional development for teachers. These limitations have an impact on the suboptimal implementation of innovative learning activities and teacher training programs designed to support the improvement of the competence and professionalism of educators.

e) Resistance to Change

A small number of teachers still show a lack of responsiveness to policy changes and innovations implemented by madrasah leaders. This condition is not optimal for the implementation of educational development and quality improvement programs. Therefore, persuasive efforts are needed, accompanied by continuous guidance, through effective communication, personal mentoring, and motivation, so that teachers can understand the changes, increase their openness, and participate actively.

CONCLUSION

Based on the results of the research and discussion, it can be concluded that the leaders of educational institutions at MTs. Nelgelri 1 and MTs. Nelgelri 2 in Selrang Regency have effectively implemented quality education management for teachers through the application of five competencies of madrasah principals, namely personality, managerial, entrepreneurial, supervisory, and social competencies. The implementation of these competencies is reflected in systematic program planning, continuous academic supervision, professional development of teachers, and quality management of education that covers the aspects of input, process, output, and outcome in an integrated manner. Efforts to improve teacher quality are carried out through various professional development programs, such as Subject Teacher Working Groups (MGMP), workshops, seminars, teacher performance monitoring, and continuous evaluation. The implementation of collaborative and participatory leadership can create a conducive work culture, improve teacher professionalism, and support the achievement of quality education in madrasahs.

The supporting factors in the implementation of education quality management include the competence of madrasah principals, teacher commitment and participation, a collaborative work culture, continuous professional development programs, and the use of technology and managerial innovation. Meanwhile, the inhibiting factors encountered include differences in the level of teachers' understanding of quality management in education, limited time for professional development, uneven adaptation of technology, limited infrastructure, and resistance to change. Thus, participatory and collaborative madrasah leadership that is proven to be quality-oriented has a strategic role in improving the quality management of education among teachers and encouraging continuous improvement in the quality of education in madrasahs.

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