

Leadership Strategies in Developing the Quality of Education at Al-Irsyad Kademanan Bondowoso Senior High School (MA) for the 2024-2025 Academic Year

Novani Erika Saputri, Akhmadi, Rifa'i

^{1,2,3} Institut Agama Islam At-Taqwa Bondowoso

Email : novanielikasaputri00@gmail.com

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ABSTRACT

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*Corresponding Author :
novanielikasaputri00@gmail.com

Leadership strategies and educational quality development are two interconnected elements in creating a quality education system. Effective leadership can be the main driver in ensuring that education continues to evolve and meet the expected quality standards. This research aims to: (1) describe leadership strategy planning in developing the quality of education at MA Al-Irsyad Kademangan Bondowoso, (2) describe the implementation of leadership strategies in developing the quality of education at MA Al-Irsyad Kademangan Bondowoso, (3) describe the evaluation of leadership strategies in developing the quality of education at MA Al-Irsyad Kademangan Bondowoso. The research method used is a qualitative approach that generates naturalistic data in the form of natural explanations. Data collection methods include observation, interviews, and documentation. Data analysis methods are interactive, using Miles and Huberman's approach of data reduction, data presentation, and conclusion drawing. The research subjects are the principal, the vice-principal for curriculum, and the teachers. The results of this study indicate that: (1) the strategic leadership planning in developing the quality of education at MA Al-Irsyad Kademangan Bondowoso is first, the existence of a working meeting team, and second, the existence of a curriculum development team. (2) the implementation of strategic leadership in developing the quality of education at MA Al-Irsyad Kademangan Bondowoso includes the implementation of planned programs and extracurricular activities, as well as class management mentoring training, teaching modules prepared by each educator, learning innovation training, and psychological tests for teaching and administrative staff, and talk show activities. (3) the evaluation of strategic leadership in developing the quality of education at MA Al-Irsyad Kademangan Bondowoso includes self and madrasah evaluation, and learning evaluation..

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INTRODUCTION

The progress of a nation is greatly determined by the advancement of science and technology. Education is a strategic issue for a nation. Quality education is not only important for producing educated individuals and society, but also serves as the main preparation for entering global competition, where competition between nations is so intense and has an impact on the nation and all dimensions of life. High-quality education is crucial for the quality of a nation and significantly influences the process of social transformation toward an intelligent and dignified life for a nation (Lysenko & Zharinova, 2021). Every educational unit undoubtedly desires quality education. The community and parents are very hopeful that their students and children will be able to access quality education. With quality education, children can compete in their daily lives. In response to societal expectations, every school strives to manage education effectively and efficiently so that it can produce quality products, namely graduates who can satisfy customers (Wani & Mehraj, 2014)

School management requires the professional abilities of the principal as an educational leader. The school principal is responsible for organizing, managing, implementing, and controlling the educational activities developed at the school. The success or failure of a school rests in the hands of the principal, as the principal's role is highly strategic and crucial for school development, especially in mobilizing and empowering the school's components (Stronge & Xu, 2021)

Schools and madrasas, as formal educational institutions in Indonesia, must demonstrate their existence as educational institutions capable of competing in the global era, which will be highly sought after by educational institution users because they can broadly respond to the demands and needs of society. Therefore, schools and madrasas must quickly improve themselves to become excellent schools and madrasas that are effective in responding to educational developments and the demands of educational users. In order to become excellent and highly competitive educational institutions that are sought after by society, schools and madrasas must begin to improve themselves, focusing on the needs and demands of the global world without losing their existence as a nation and state with noble character. (Marks, 2024)

The quality of education in schools, madrasas, and pesantren must be continuously improved to become high-quality. Quality education is a requirement that must be met by all educational institutions in Indonesia, including Islamic educational institutions, in order to contribute to preparing quality human resources. Quality human resources are a national asset that can contribute to national development, enabling us to become a highly competitive nation internationally. To achieve a quality nation, we must start by providing quality educational institutions, as these institutions, from preschool to primary, secondary, and higher education, will produce highly competitive and skilled

human resources. Therefore, schools, madrasas, and pesantren, as educational institutions, must improve themselves by enhancing the quality of their competency processes and products. This will be realized if the educational institution is able to manage itself well based on the quality of competency production in accordance with the vision and mission it has agreed upon. (Arafat et al., 2020)

Based on the results of the initial observation conducted on Tuesday, May 28, 2024, the MA Al-Irsyad Kademangan Bondowoso institution is an institution under the auspices of a pesantren. Which means the students don't just come from Bondowoso city itself, but the majority of the students are from outside Bondowoso city. Communication or the language used daily is more dominant in Arabic, as this is one of the programs created by the Madrasah. With the established vision and mission, all school members can become more focused on improving the quality of education and facing future challenges. Here, the author found some unique aspects of the school, including improvements and developments from year to year. Given the school's sustained and growing achievements, is there a connection to leadership strategies in developing the quality of education?

METHOD

This research uses the type of field research, which is a type of research conducted directly in the field with the aim of identifying a specific problem and then finding a solution to solve it (Rashid et al., 2019). The approach used in this study is a qualitative approach. The reason the researcher used this approach is because it is easier. Additionally, the researcher has a systematic and systemic framework that is not too difficult and allows for greater objectivity thru sharp analysis, thus enabling accurate interpretation of the causes and effects of the phenomenon or symptom in its totality.

In conducting research, the researcher goes directly into the field to obtain accurate data. In this study, the researcher used data collection procedures involving observation and interviews. Researchers used observation techniques to directly see and observe the environment at Madrasah Aliyah Al-Irsyad Kademangan Bondowoso. An interview is a data collection method conducted by directly asking questions to informants who are considered knowledgeable about the object being studied in order to obtain complete information. Interviews are conducted in a structured manner according to the interview guidelines that have been created. Documents such as data on teachers and educational staff, as well as documents related to leadership strategies for improving the quality of education, will be materials that need to be collected in this research. The research instrument for qualitative research is the researcher themselves (Yoon & Uliassi, 2022). This means a researcher becomes a tool for recording information during the research process. Researchers went directly into the field to search for and collect the necessary data for the study. If the

research focus becomes clear, it is likely that the instrument used in the research will be developed, and it is hoped that it can supplement the data.

The type of research used is descriptive qualitative research with a case study design, as this research focuses on one educational institution as a specific case unit. The case study allows researchers to deeply examine the characteristics of the madrasah head's leadership, the policies taken, and the strategies implemented in an effort to improve the quality of education, in accordance with the conditions and organizational culture of MA Al-Irsyad Kademangan Bondowoso.

The data sources in this study consist of primary and secondary data. Primary data were obtained directly from the main informants, namely the head of the madrasah, as well as supporting informants such as the deputy head of the madrasah, teachers, and educational staff, who were selected using purposive sampling techniques. Secondary data were obtained from various madrasah documents, including vision and mission statements, organizational structures, work programs, quality evaluation reports, and other archives relevant to the research focus. The selection of these data sources aims to obtain comprehensive and complementary information.

Data collection techniques were carried out thru observation, in-depth interviews, and documentation (Chand, 2025). Observation was used to directly observe the head of the madrasah's leadership practices in managerial and academic activities. In-depth interviews were conducted to gather information related to leadership strategies, supporting and hindering factors, and their impact on the quality of education. Documentation is used as supporting data to strengthen research findings thru relevant written evidence.

Data analysis in this study was conducted using an interactive analysis model that includes data reduction, data presentation, and continuous conclusion drawing (Mezmir, 2020). Data validity is ensured thru source triangulation, technique triangulation, and time triangulation so that the data obtained has a high level of validity and credibility. With this method, it is hoped that the research will be able to produce accurate findings and contribute scientifically to the development of madrasah education quality thru effective leadership.

RESULT AND DISCUSSION

Result

1. Strategic Leadership Planning in Developing the Quality of Education at MA Al-Irsyad Kademangan Bondowoso

Developing a strategic plan involves the process of detailing the concrete steps needed to implement leadership strategies. This includes resource allocation, responsibility assignment, scheduling, and performance measurement. A strategic plan ensures that the strategy is executed effectively and that results can be measured. (Darmaesti et al., 2023)

The quality of education requires specific leadership characteristics. In this case, the leader, the head of the madrasah/school, plays a key role in educational quality management related to planning, decision-making, process control and supervision policies, evaluating the alignment between concepts and reality, and developing the madrasah/school. Therefore, leadership in madrasahs/schools must be held by individuals with the capacity to be leaders. (Badrin et al., 2022)

MA Al-Irsyad Kademangan Bondowoso has a working meeting team for planning the preparation of programs to develop the quality of education. This aligns with Arimbi's theory, which states that a good school principal has a strong work team, in-depth staff development, and effective and transparent communication. And the ability to handle change. The principal can increase staff members' engagement and commitment to efforts to improve educational standards by fostering positive working relationships and encouraging their participation in policy implementation and decision-making (Wang'ombe, 2023) In developing the strategic leadership plan at MA Al-Irsyad Kademangan Bondowoso, decisions are made thru joint discussion or deliberation involving all teaching and administrative staff. This aims to ensure that no party feels disadvantaged when making decisions, and that everyone has a sense of responsibility for achieving the school's goals.

At MA Al-Irsyad, strategic leadership planning for developing the quality of education is also formed, as well as a curriculum development team aimed at ensuring that the designed curriculum is relevant to the times, meets the needs of students, society, and the world of work, and supports the achievement of effective educational goals.

2. Implementation of Leadership Strategies in Developing the Quality of Education at MA Al-Irsyad Kademangan Bondowoso

The implementation of leadership strategies involves concrete actions that must be taken by the leader and their team to realize the formulated strategy. This includes planning steps, allocating tasks, and implementing decisions that support the achievement of strategic goals. These concrete actions must align with the strategic plan that has been created (Darmaesti, 2023). The principal's leadership, which demonstrates a supportive, listening attitude and provides support to teachers, also has a positive influence on teacher participation and engagement.

Teachers who feel supported and cared for by the principal tend to participate more in educational quality improvement programs and are more involved in the process of developing and implementing school policies. (Arimbi, 2023) At MA Al-Irsyad Kademangan Bondowoso, the implementation of leadership strategies in developing the quality of education is by running the programs that have been determined in the planning. This aligns with Darmaesti's theory, which states that strategy implementation is the entire set of activities and choices needed to execute strategic planning. Strategic implementation is the process by which strategies and policies are

translated into action thru programs, budgets, and procedures (Darmaesti, 2023:66)

In addition, at MA Al-Irsyad Kademangan Bondowoso, there are extracurricular activities that all students are required to participate in. These extracurricular activities are divided into two categories: compulsory and optional. The existence of these extracurricular activities is also an important influence in improving the quality of education because they not only support academic aspects but also non-academic aspects that can shape students' character, skills, and potential comprehensively. As stated by Syatibi, who mentioned that extracurricular activities are programs outside the curriculum content designed to facilitate learning and develop oneself according to their needs, potential, talents, and interests thru planned activities specifically organized by competent and authorized educational staff/experts in the school (Yudiyanto, 2020).

Leadership innovation refers to the process of introducing and applying new ideas, concepts, or practices within the context of leadership. Leadership innovation aims to improve performance, achieve organizational goals, and address evolving challenges (Darmaesti, 2023).

At MA Al-Irsyad Kademangan Bondowoso, the implementation of leadership strategies in developing the quality of education involves training sessions. For example, classroom management training and innovative teaching training. Classroom management training plays an important role in improving the quality of education. Effective classroom management can create a conducive learning environment, increase student engagement, and support better teaching processes. Character-based learning innovation training is an educational approach that aims to integrate the development of positive character traits into the teaching and learning process. This innovation is important for shaping students who are not only academically intelligent but also possess strong moral, ethical, and social values.

3. Evaluation of Leadership Strategies in Developing the Quality of Education at MA Al-Irsyad Kademangan Bondowoso

At MA Al-Irsyad, the evaluation of leadership strategies in developing the quality of education is done thru self-evaluation and madrasah meetings, as well as learning evaluation meetings. The above is in line with Darmaesti's theory, which states that performance measurement is an important step in evaluating leadership strategies. Leaders and organizations need to measure the extent to which strategic goals have been achieved. This involves using performance indicators, KPIs (Key Performance Indicators), and other metrics to monitor the results and impact of the strategy.

Performance measurement helps identify areas where the strategy has been successful and where improvements are needed. (Kaydos, 2020) By evaluating the program activities that have been carried out at MA Al-Irsyad, continuous improvement can be made. Continuous improvement is a concept that involves the ongoing evaluation and strategic improvement. Leaders

must be open to change and adapt to changes in the environment and organizational needs. Continuous improvement includes process improvement, innovation, and adjusting strategies based on evaluation results (Darmaesti, 2023).

Discussion

According to the theory proposed by Widyastutu et al., school members are encouraged to be directly involved in the decision-making process, which can contribute to achieving school goals. This is based on the belief that if someone is involved (participates) in making decisions, they will have a sense of ownership toward those decisions, and will therefore also be fully responsible and dedicated to achieving school goals (Widyastuti et al., 2020).

According to Nurrohman, training is an important component of human resource management that aims to improve employe skills and competencies. The training focuses on delivering the specific skills and knowledge required to perform certain tasks in daily work. This is often done thru workshops, seminars, or online courses designed to meet technical and functional needs. Effective training can improve employe performance and help them adapt to technological changes and evolving industry demands (Nurohman, 2024).

Presidential Instruction No. 15 of 1974 states that training is part of education concerning the learning process to acquire and improve skills outside the existing education system, in a relatively short time and with methods that prioritize practice over theory (Iswanto, 2020). At MA AL-Irsyad Kademangan Bondowoso, the availability of teaching modules created or prepared by each educator can assist educators in conducting a structured and systematic learning process.

This module is designed to meet the needs of students and is based on the current curriculum. According to Sungkono, teaching modules are unique and specific, meaning they are intended for a specific target audience in the learning process that is appropriate for that audience. Meanwhile, specific can be interpreted as teaching modules being designed to the maximum extent to achieve success indicators (Sungkono, 2009). According to Maulida, teaching modules are essentially learning materials compiled extensively and systematically with reference to the learning principles applied by teachers to students. Systematic can be interpreted as being sequential, starting from the opening, content, and closing, making it easier for students to learn and for teachers to deliver the material (Maulida, 2022). MA Al-Irsyad Kademangan Bondowoso conducts psychological tests for teaching and administrative staff. With the aim of helping to ensure that individuals working in the field of education possess the appropriate abilities, characteristics, and personality to support an effective and conducive teaching and learning process.

This aligns with MacLeod's statement that creating a comfortable and calm learning atmosphere or environment can help satisfy the psychological needs of both teachers and students, thereby increasing student success.

Essentially, teachers are obliged to create a comfortable learning environment, choose the right learning strategies and media so that they can optimize students' abilities. (Fitri, 2021) According to Arbangi, improving the quality of education is an integrated process with improving the quality of human resources. Improving the quality of human resources thru education has been widely carried out by the government, in this case the Ministry of National Republic, including thru curriculum development and improvement, improvement of educational facilities, development and procurement of teaching materials, training for teachers and other educational personnel, and school management development (Kaso, 2021)

learning evaluation is an important part of educational evaluation in general. Within a limited scope, learning evaluation is conducted to determine the success level of students. However, on a broader scale, learning evaluation is carried out to identify the success and weaknesses of a learning process in achieving the desired educational goals. As an educator, the learning evaluation process is useful for future decision-making to benefit students in particular and the world of education in general. (Wulan, 2015)

CONCLUSION

The leadership strategy for developing the quality of education at MA Al-Irsyad Kademangan Bondowoso begins with careful planning thru a workshop involving the head of the madrasah, deputy heads, the head of administration, and the madrasah committee. The working meeting served as a forum for developing a jointly agreed-upon program to improve the quality of education, involving all teaching and education staff. In addition, forming a curriculum development team involving various internal and external elements of the madrasah is a strategic step to ensure that the designed curriculum is relevant to the times, the needs of students, and the educational goals of the madrasah.

The implementation of leadership strategies is realized thru the execution of planned programs, including the organization of mandatory and optional extracurricular activities for all students. Quality improvement efforts are also being made thru training for teaching and education staff, such as classroom management and learning innovation training, as well as the development of systematic teaching modules that align with the curriculum. In addition, the implementation of psychological tests for teaching and education staff serves as a means to map their potential and competencies, enabling madrasahs to develop and improve human resource quality in a targeted manner.

The leadership strategy at MA Al-Irsyad Kademangan Bondowoso is evaluated continuously thru madrasah self-evaluation and learning evaluation. Madrasah self-evaluation is used as the basis for program development in the next academic year to ensure it remains relevant to student needs. Meanwhile, learning evaluation aims to assess the achievement of learning objectives and the quality of classroom management, which is usually carried out thru evaluation meetings as an effort to continuously improve the quality of education.

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