



The Principal's Strategy In Developing Teacher Professionalism And Graduates' Quality

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Abstract: This study aims to analyze the strategies of madrasah principals in developing teacher professionalism and improving the quality of graduates at MAN 1 Merangin. The study used a qualitative approach with descriptive methods. The research informants consisted of the madrasah principal, vice-principals, and teachers selected using purposive sampling techniques. Data were collected through observation, in-depth interviews, and documentation, then analyzed using the Miles and Huberman model through data reduction, data presentation, and conclusion drawing. The results of the study indicate that the madrasah principal's strategy is implemented through participatory planning based on deliberation and the results of academic supervision. The strategy is implemented through training, workshops, MGMP (National Teachers' Group Meeting), academic supervision, and ongoing development, which have an impact on improving teacher competency and the quality of graduates. Supporting factors include the madrasah principal's commitment, religious culture, teacher cooperation, and support for educational policies. Inhibiting factors include limited facilities and infrastructure, internet networks, teacher administrative burdens, and the low digital competency of some senior teachers. The study concludes that the madrasah principal's collaborative, participatory, and sustainable strategy plays a significant role in improving teacher professionalism and the quality of madrasah graduates.

Keyword: Madrasah Principal Strategy, Teacher Professionalism, Graduate Quality, Educational Leadership

Abstrak: Penelitian ini bertujuan untuk menganalisis strategi kepala madrasah dalam mengembangkan profesionalisme guru dan meningkatkan mutu lulusan di MAN 1 Merangin. Penelitian menggunakan pendekatan kualitatif dengan metode deskriptif. Informan penelitian terdiri atas kepala madrasah, wakil kepala madrasah, dan guru yang dipilih menggunakan teknik purposive sampling. Data dikumpulkan melalui observasi, wawancara mendalam, dan dokumentasi, kemudian dianalisis menggunakan model Miles dan Huberman melalui reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa strategi kepala madrasah dilakukan melalui perencanaan partisipatif berbasis musyawarah dan hasil supervisi akademik. Implementasi strategi diwujudkan melalui pelatihan, workshop, MGMP, supervisi akademik, dan pembinaan berkelanjutan yang berdampak pada peningkatan kompetensi guru serta mutu lulusan. Faktor pendukung meliputi komitmen kepala madrasah, budaya religius, kerja sama guru, dan dukungan kebijakan pendidikan. Faktor penghambat meliputi keterbatasan sarana dan prasarana, jaringan internet, beban administrasi guru, serta rendahnya kompetensi digital sebagian guru senior. Penelitian menyimpulkan bahwa strategi kepala madrasah yang kolaboratif, partisipatif, dan berkelanjutan berperan penting dalam meningkatkan profesionalisme guru dan mutu lulusan madrasah.

Kata kunci: Strategi Kepala Madrasah, Profesionalisme Guru, Mutu Lulusan, Kepemimpinan Pendidikan

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Introduction

Education is a strategic instrument in developing quality human resources with character and the ability to face global challenges. In the context of Islamic education, madrasas are not only tasked with producing graduates who excel academically, but also possess faith, piety, and noble morals (Ayumi & Nasution, 2025; Azizah, Budiyo, et al., 2025; Azizah, Hasan, et al., 2025). To achieve these goals, effective educational management is required through the leadership of a madrasah principal who is able to mobilize all educational resources, especially teachers as the primary implementers of the learning process. Professional teachers are a crucial factor in determining the quality of learning and the quality of graduates produced. Therefore, madrasah principals are required to have the right strategy in developing teacher professionalism to be able to respond to the demands of changing times and developments in educational technology.

The development of information technology and the transformation of 21st-century education require teachers to continuously improve their competencies (Lubis, 2015). Teachers are not only required to master learning materials but also to be able to utilize digital technology, implement innovative learning models, and shape students' character. (Anggal et al., 2020). However, various challenges are still found in educational practices in madrasas. (Zahroh, 2019). Based on the results of initial observations and interviews conducted at MAN 1 Merangin, it was found that some teachers had utilized digital learning media such as LCDs, learning videos, and PowerPoint presentations after attending various training and workshops. (Abdullah, 2018). However, there are still teachers who more often use the lecture method so that the learning process is less interesting and not completely student-centered. (K, 2024). This condition shows that there is a gap in the level of teacher professionalism which has the potential to affect the quality of learning and the quality of graduates. (Solikhulhadi, 2021).

Furthermore, improving the quality of graduates at MAN 1 Merangin still faces various obstacles. Limited learning facilities and infrastructure, poor internet connection quality, high teacher administrative burdens (Dr. Sutiono, 2021), and differences in teacher technology skills are factors that impact learning effectiveness. (Solehan, 2022). On the other hand, madrasas are required to produce graduates who not only excel in academic aspects, but also have religious character, social skills, critical thinking skills, creativity, and adequate digital literacy. (Rivaldy et al., 2023). This condition shows that the success of the teacher professional development program is not fully proportional (Muhson, 2012) to the expected increase in the quality of graduates. (Maryatul Kibtiyah, 2022).

Theoretically, the madrasah principal, as an instructional leader, is responsible for planning, implementing, and evaluating various strategies that can improve teacher professionalism and impact the quality of graduates. Effective madrasah principal leadership can create a culture of learning, encourage innovation in teaching, and develop teacher capacity sustainably. (Susanti, 2021). However, previous studies have primarily examined principal strategies, teacher professionalism, and graduate quality separately.

Research integrating these three aspects into a comprehensive study is still relatively limited, particularly in the context of Islamic-based madrasas. Therefore, this study is crucial in providing a more comprehensive picture of madrasa principal strategies in developing teacher professionalism and their implications for graduate quality at MAN 1 Merangin.

Research on educational leadership and teacher professionalism has been extensively conducted over the past decade. In 2016–2018, research focused primarily on the influence of principals' transformational leadership on improving teacher competence and performance. The results showed that inspirational and participatory leadership can improve teacher motivation and learning quality (Mia & Sulastrri, 2023). Furthermore, in the 2019–2021 period, the focus of research shifted to the implementation of instructional leadership, which positions principals as learning leaders (Rafiq et al., 2024). Research findings indicate that principals' involvement in academic supervision and professional development has a positive impact on improving the quality of the learning process and student learning outcomes. In the 2022–2025 period, various studies began to highlight the importance of teachers' digital competence, technology-based academic supervision, and teacher professional development in facing the era of digital transformation (Ahmad, 2022). However, most of these studies only partially examined the relationships between variables, and few have examined in depth the link between madrasah principal strategies, teacher professionalism, and graduate quality in the context of Islamic education. Therefore, this research has novel value because it integrates these three aspects into one study focusing on the religious culture of madrasahs (Abdullah, 2018).

This study aims to describe the madrasah principal's strategic planning in developing teacher professionalism, analyze the implementation of the madrasah principal's strategy in improving graduate quality, and identify the supporting and inhibiting factors of this strategy at MAN 1 Merangin. The results are expected to provide theoretical contributions to the development of educational management science, particularly in the study of Islamic educational leadership and teacher professional development. Furthermore, this study is also expected to provide evaluation material and practical recommendations for madrasah principals, teachers, and educational policymakers in designing more effective and sustainable education quality improvement programs (Na'im, 2019).

Various previous studies have shown that the leadership of a school principal or head of a madrasah influences teacher professionalism and graduate quality. However, most of these studies still examine these two aspects separately, focusing either on improving teacher competency or on achieving graduate quality (Megasari, 2014). Furthermore, previous studies generally use a quantitative approach, emphasizing the relationships between variables rather than the strategic processes undertaken by madrasah principals in planning, implementing, and evaluating quality improvement policies. Furthermore, studies specifically integrating madrasah principal strategies, teacher professional development, and graduate quality improvement within the context of Islamic-based madrasahs are still relatively limited (Fadhli, 2017). This situation indicates a need for research to be filled through studies that can comprehensively explain the leadership process in the context of MAN 1 Merangin.

This study offers a novel approach by comprehensively analyzing the strategies of madrasah principals, from the planning and implementation stages to the evaluation of strategies for developing teacher professionalism and improving graduate quality in

Islamic-based madrasahs. Unlike previous studies that tended to examine the relationships between variables partially, this study captures the leadership process in depth through a qualitative approach, resulting in a picture of transformational leadership practices oriented toward teacher development, strengthening madrasah culture, and continuously improving graduate quality.

The theoretical study in this research is based on transformational leadership theory which emphasizes the leader's ability to influence, inspire and empower organizational members to achieve common goals. In the educational context, madrasah heads as transformational leaders play a role in building a shared vision, providing motivation, developing teacher competence, and creating an organizational culture that supports change and innovation. Teacher professionalism is understood as the teacher's ability to carry out educational tasks based on pedagogical, professional, social and personal competencies in a sustainable manner. Meanwhile, the quality of graduates is defined as the level of success of a madrasah in producing students who have academic competence, religious character, social skills, independence and digital literacy in accordance with the demands of current developments. The relationship between madrasah head strategy, teacher professionalism, and the quality of graduates is the conceptual basis for this research, where increasing teacher professionalism is believed to have an impact on improving the quality of the learning process and the quality of graduates produced by madrasahs.

Methods

This research uses a qualitative approach with a case study research type. This approach was chosen because it allows researchers to gain a deep understanding of the madrasah principal's strategies in developing teacher professionalism and improving the quality of graduates at MAN 1 Merangin based on natural conditions that occur in the field. Case studies are considered relevant to comprehensively reveal the planning process, implementation, and factors that influence the success of the madrasah principal's strategies. The research was conducted at MAN 1 Merangin, Jambi Province, which was selected purposively because this madrasah demonstrates various strategic efforts in improving teacher professionalism and the quality of graduates through the leadership of the madrasah principal.

The research informants were determined using purposive sampling techniques, namely selecting individuals who have knowledge, experience, and direct involvement in the implementation of the madrasah principal's strategy. The informants consisted of the madrasah principal as a key informant, the vice principal for curriculum, the vice principal for student affairs, several senior teachers and subject teachers who actively participate in professional development programs, and educational staff involved in the implementation of madrasah programs. The selection of these informants was based on the consideration that they have relevant information regarding the strategic planning process, program implementation, academic supervision, teacher development, and various policies related to improving the quality of graduates, thus being able to provide rich and in-depth data in accordance with the research focus.

Data collection was conducted through in-depth interviews, observations, and documentation studies. The interviews were conducted in a semi-structured manner so that researchers obtained comprehensive information regarding the experiences, views, and

practices of madrasah principals and teachers in developing teacher professionalism and improving the quality of graduates (Mudatsir et al., 2021). Observations were conducted on various activities within the madrasah environment, such as the implementation of academic supervision, the learning process, coordination meetings, teacher competency development activities, and education quality improvement programs. Meanwhile, documentation was used to supplement the data from interviews and observations through a review of various documents, including madrasah work programs, academic supervision documents, activity reports, meeting minutes, evaluation documents, activity photos, and other archives related to the research focus (Sugiyono, 2019).

Data validity was maintained through the application of source triangulation, technical triangulation, member checks, and audit trails. Source triangulation was conducted by comparing information obtained from the principal, vice principal, teachers, and education staff, while technical triangulation was conducted by comparing the results of interviews, observations, and documentation. Furthermore, the interview results were reconfirmed with the informants through a member check process to ensure the appropriateness of the meaning of the information obtained. In addition, the entire research process was systematically documented as part of an audit trail so that the analysis process could be traced back and increase the credibility of the research (Husaini Usman Prof. Dr., 2017).

Data analysis used the interactive model of Miles, Huberman, and Saldaña, which includes data condensation, data display, and drawing and verifying conclusions. The analysis was conducted simultaneously with the data collection process so that all information obtained could be immediately analyzed and deepened through subsequent data collection. The analysis process began with transcribing all interview results into text form, then open coding was carried out by assigning codes to each informant's statement related to the research focus, such as strategic planning, strategy implementation, teacher professional development, graduate quality, supporting factors, and inhibiting factors. Codes with similar meanings were then grouped through an axial coding process to form broader categories, such as planning strategies, academic supervision, teacher competency development, program implementation, and improving graduate quality (Creswel, 2018). The next stage was selective coding, which integrated all categories into main themes that answered the research problem formulation, including the strategic planning of madrasah principals, strategy implementation in teacher professional development and improving graduate quality, as well as supporting and inhibiting factors in strategy implementation. All themes obtained were then compared with the results of observations and documentation to ensure data consistency before being interpreted based on transformational leadership theory and educational management theory which form the basis of the research.

Results And Discussion

Result

The results of the study indicate that the principal's strategic planning for teacher professional development at MAN 1 Merangin is carried out systematically through the preparation of an annual work program involving various elements of the madrasah. The planning process begins with a coordination meeting attended by the principal, vice

principal, program head, and teachers to identify teacher competency development needs and determine priority programs to be implemented during the academic year. The planned programs include academic supervision, implementation of In-House Training (IHT), teacher participation in Subject Teacher Conferences (MGMP), seminars, workshops, and routine coaching by the principal.

The head of the madrasah explained that all teacher professional development programs were prepared based on the results of the evaluation of the previous year's program implementation and took into account the needs of teachers in improving the quality of learning.

" At the beginning of each school year, we develop a joint program through a work meeting. From this meeting, we determine priority programs based on teacher needs and the targets the madrasah wants to achieve."

This information was reinforced by the Deputy Head of Madrasah for Curriculum who stated that program preparation always involves teachers so that every activity designed is in accordance with learning needs.

" Teachers are involved from the planning stage so that the programs that are prepared are truly in accordance with conditions in the field and can be implemented together."

Observations indicate that work meetings are held regularly as a forum for developing madrasah programs. Researchers also found documents including annual work programs, academic supervision schedules, educational calendars, and teacher competency development activity plans, which serve as the basis for implementing various teacher professional development programs.

The research findings indicate that the strategic planning carried out by madrasah principals has led to a collaborative and needs-based approach. The results of academic supervision serve as a basis for identifying various teacher weaknesses and needs, thus making the designed development programs more relevant to real-world conditions. However, the research also found that this planning is not fully based on an in-depth analysis of individual teacher needs, resulting in some programs remaining general in nature and not fully accommodating differences in competency among teachers. This situation indicates the need for strengthening the mapping of teacher professional needs so that the implemented development programs are more targeted and sustainable.

Academic supervision is conducted on a scheduled basis by observing classroom learning processes, checking learning materials, and providing feedback to teachers after learning activities are completed. Teachers reported that the principal's supervision is a means of improving the quality of learning.

" After supervision, we usually discuss the learning process that has taken place. The principal provides input on learning methods, media used, and ways to increase student engagement."

The implementation of the madrasah principal's strategy is carried out through various teacher professional development activities, including training, workshops, MGMP (teaching group), academic supervision, and disciplinary coaching. Interviews with teachers revealed that these programs have been beneficial in improving teachers' pedagogical and professional competencies. Teachers have the opportunity to participate in online and offline training, helping them update their teaching knowledge and skills.

Furthermore, the madrasah principal's academic supervision provides constructive feedback for teachers to improve classroom learning planning and implementation.

The impact of implementing this strategy is evident in the increased use of technology-based learning media by some teachers. Interviews with students indicate that some teachers began utilizing LCDs, instructional videos, and PowerPoint presentations after participating in the training (Azri & Qaulan, 2024). This use of technology makes learning more engaging and interactive, and helps students understand the material better. However, some teachers still rely more on lecture methods, resulting in less innovative and student-centered learning. These findings indicate that teacher professional development has progressed well, but still requires strengthening, particularly in the areas of digital competence and learning innovation (Miramadhani et al., 2024).

The improvement in teacher professionalism through various development programs has positive implications for graduate quality. Research results show that the quality of MAN 1 Merangin graduates is reflected not only in students' academic achievement but also in their religious character, discipline, social skills, and skills. The principal's strategy, which focuses on improving the quality of learning, creates an educational environment conducive to optimal student development. This finding reinforces the view that teacher professionalism is a key factor in determining a madrasa's success in producing quality graduates (Adha et al., 2019).

The successful implementation of the principal's strategy is supported by several factors. The most dominant supporting factors are the principal's commitment to providing opportunities for teachers to participate in various professional development activities, the availability of training programs and academic supervision, a strong religious culture, and good cooperation between the principal and teachers. (Nurfuadi, 2021). Support for educational policies is also an important factor that strengthens the implementation of various programs to improve teacher professionalism and the quality of graduates. (Dr. Supadi, 2021).

On the other hand, this study also identified several inhibiting factors. Limited learning facilities and infrastructure, poor internet connection quality, high teacher administrative burdens, and the low technological skills of some senior teachers are major obstacles to implementing teacher professional development strategies. Furthermore, some teachers still attend training solely to meet administrative demands, so their motivation for self-development is not fully grounded in professional awareness. These factors indicate that the success of a madrasah principal's strategy is not solely determined by leadership quality but also by the readiness of human resources and adequate facility support.

Based on the interview results, several factors support the implementation of the madrasah principal's strategy, including the principal's commitment to teacher development, support from the entire madrasah community, collaboration between teachers, and the availability of various competency development programs facilitated by the madrasah and related institutions. One teacher stated that good communication between the madrasah principal and teachers is one of the factors supporting the success of various professional development programs.

" The principal is always open to input and frequently discusses learning needs with teachers, so we feel supported to continue to develop."

Observations also indicated a positive culture of collaboration within the madrasah. Teachers shared learning experiences and actively participated in competency development activities organized by the madrasah.

In addition to supporting factors, the study also identified several factors that hindered the implementation of the madrasah principal's strategies. These barriers included budget constraints, limited time for activities due to busy learning schedules, and differences in teachers' abilities in mastering learning technology. Teachers revealed that the implementation of some programs had not been optimal due to time constraints.

" Sometimes training or coaching has to be adjusted to the teaching schedule so that not all teachers can participate in all activities."

The madrasah principal also stated that budget constraints hindered teachers from expanding opportunities to participate in training outside the madrasah. Observations showed that the madrasah continued to address these challenges through internal training, mentoring between teachers, and utilizing the MGMP forum as a platform for developing teacher professionalism.

Theoretically, the findings of this study reinforce the theory of transformational leadership, which emphasizes the importance of leaders in building a shared vision, empowering organizational members, and creating positive change through human resource development. Madrasah principals who implement participatory and transformational leadership are able to encourage increased teacher professionalism through various coaching and development programs that impact graduate quality. Therefore, the success of improving graduate quality cannot be separated from the madrasah principal's ability to manage, direct, and empower teachers as key actors in the educational process.

Discussion

The results of the study indicate that the madrasah principal's strategy in developing teacher professionalism and improving the quality of graduates at MAN 1 Merangin is implemented through interrelated stages of planning, implementation, and evaluation. Planning begins with the preparation of an annual work program involving the vice principal, teachers, and education staff through work meetings as a forum to identify needs, determine program priorities, and develop strategic steps to be implemented during one school year. The involvement of various madrasah elements in the planning process indicates that the madrasah principal not only plays a role as a decision-maker, but also builds a participatory culture that provides space for teachers to convey needs and input on professional development programs. This condition indicates that the planning process has led to collaborative decision-making so that the prepared program is more easily accepted and implemented by all madrasah members.

These findings align with the transformational leadership theory proposed by Avolio & Bass, (2001), which explains that effective leaders are able to build a shared vision, increase organizational member commitment, and encourage participation in achieving organizational goals. In the madrasah context, teacher involvement in developing work

programs reflects the dimensions of idealized influence and inspirational motivation, namely the madrasah principal building trust and fostering collective motivation to improve the quality of education. Participatory planning is also in line with Mulyasa, (2022) opinion, which states that the success of a school or madrasah principal is largely determined by the ability to develop programs based on the actual needs of the educational institution. Thus, program development involving various elements of the madrasah is an important indicator in building a shared commitment to the implementation of teacher professional development programs.

However, the research also shows that teacher needs mapping is still conducted in a general manner, thus not fully addressing the individual characteristics and needs of each teacher. The professional development programs developed are still oriented towards institutional needs, so it is possible that not all teachers receive programs that align with their individual competencies and development needs. This situation indicates that strategic planning still needs to be strengthened through a more systematic analysis of teacher needs so that professional development programs can be implemented more effectively, sustainably, and on target. This finding expands on the research of Harun & Masrufa, (2023), which stated that the effectiveness of principals' strategies in improving teacher competency is influenced by the leader's ability to identify teacher development needs before developing a coaching program.

The implementation of the madrasah principal's strategy in this study was realized through academic supervision, In-House Training (IHT), Subject Teacher Meetings (MGMP), seminars, workshops, discipline development, and assistance in developing learning materials. These various programs demonstrate that the madrasah principal acts not only as an educational administrator but also as an instructional leader who actively guides teachers in improving the quality of the learning process. The implementation of academic supervision, accompanied by feedback, ongoing coaching, and opportunities to participate in various training programs, provides teachers with the opportunity to continuously improve their pedagogical, professional, social, and personal competencies.

These findings support the concept of instructional leadership proposed by Hallinger (2011), which states that one of the primary functions of educational leaders is to develop the quality of learning through ongoing teacher development. Madrasah principals who actively supervise, provide mentoring, and facilitate teacher competency development will be able to create a more effective learning process. This opinion is further supported by (Kholik et al., 2025), who explain that effective educational leadership is characterized by the leader's ability to build teacher capacity through coaching, collaboration, and a learning culture oriented toward improving educational quality. In this study, madrasah principals have carried out these functions through various programs that provide opportunities for teachers to continuously improve their competencies in line with developments in science and technology.

The improvement in teacher professionalism that occurs through various programs has implications for improving the quality of graduates. The results of the study indicate that graduate quality is not only measured by students' academic achievements, but also through the development of religious character, discipline, social skills, and skills possessed

by students. This indicates that improving teacher quality impacts the quality of the learning process, which ultimately contributes to the overall quality of graduates. This finding is consistent with Sagala's (2017) opinion, which states that graduate quality is the result of the entire educational process, influenced by teacher quality, principal leadership, curriculum, learning environment, and educational management systems. Thus, the strategy of madrasah principals in developing teacher professionalism is one of the important factors contributing to improving graduate quality.

From a transformational leadership perspective, improving graduate quality is a consequence of the principal's success in empowering teachers as key actors in the educational process. While the principal does not directly improve student achievement, he or she creates a work environment that encourages teachers to continuously learn, innovate, and improve the quality of learning. This situation demonstrates that teacher professionalism is the link between the principal's leadership and improving graduate quality. The results of this study reinforce the research of Rivaldy, Syafuri, and Fauzi (2023), which states that teacher professional development contributes to improving educational quality through improvements in the quality of the learning process. However, this study provides a broader contribution by explaining the strategic process of the principal, from planning, implementation, to evaluation, in the context of Islamic-based madrasas.

In addition to demonstrating various successes, this study also found that the implementation of the madrasah principal's strategy was influenced by supporting and inhibiting factors. Supporting factors included the principal's commitment, a collaborative work culture, teacher support, a religious madrasah environment, and the availability of various training programs and academic supervision. These factors indicate that the strategy's success is determined not only by the madrasah principal's capacity as a leader, but also by the creation of an organizational culture that supports continuous learning and professional development. This finding aligns with Bush & Glover, (2014) argument that the effectiveness of educational leadership is influenced by the leader's ability to build collaboration, communication, and commitment across the school community in achieving organizational goals.

On the other hand, limited facilities and infrastructure, poor internet network quality, high teacher administrative burdens, and differences in teacher abilities in utilizing learning technology remain challenges in implementing madrasah principal strategies. These obstacles indicate that the success of teacher professional development strategies is influenced not only by leadership quality, but also by adequate support from resources, policies, and facilities. Therefore, synergy is needed between madrasah principals, teachers, the government, and other stakeholders so that teacher professional development programs can be implemented optimally and sustainably. Overall, the findings of this study indicate that madrasah principal strategies implemented through systematic planning, continuous program implementation, and improvement-oriented evaluation can support the improvement of teacher professionalism and the quality of graduates. Thus, madrasah principals function not only as managers of educational institutions, but also as transformational leaders who are able to mobilize all madrasah resources to achieve educational goals effectively and sustainably.

Conclusion

The madrasah principal's strategic planning for teacher professional development has been implemented through a participatory approach, involving teachers in deliberations and discussions, and utilizing supervision results as the basis for program development. This planning shows a positive direction due to its collaborative nature and evaluation-based nature. However, the planning is not yet fully optimal because it is not based on an in-depth analysis of individual teacher needs, is not systematically and sustainably structured, and is not yet strongly integrated with follow-up to supervision results.

The madrasah principal's strategy for improving graduate quality has been implemented through various programs such as training, workshops, and academic supervision oriented towards continuous improvement in the learning process. This strategy has had a positive impact on improving the quality of learning and student academic readiness, and has encouraged innovation in teaching methods, particularly the use of technology. However, implementation still faces challenges in equalizing teacher competency, particularly between senior and junior teachers, and has not been fully optimized in developing students' 21st-century skills.

The supporting and inhibiting factors of madrasah principals' strategies demonstrate a combination of strengths and challenges in implementing the strategies. Supporting factors include the principal's commitment, the availability of training and supervision programs, a religious and conducive madrasah environment, and support for educational policies. Meanwhile, inhibiting factors include limited facilities and infrastructure, poor internet connection quality, high administrative burdens, teachers' administrative motivation in participating in training, and limited technological expertise, particularly among senior teachers.

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