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INNOVATION OF MADRASAH PRINCIPAL LEADERSHIP IN IMPROVING THE QUALITY OF EDUCATION IN INDONESIA IN THE 5.0 ERA

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ABSTRAK

Penelitian ini dilakukan untuk menemukan inovasi konkrit kepemimpinan kepala madrasah dalam meningkatkan mutu pendidikan di MTs N 9 Bantul. Mutu pendidikan merupakan bagian utama yang diterapkan dalam lembaga pendidikan Islam agar tercapainya mutu pendidikan yang baik. Kepala madrasah merupakan penggerak utama dalam madrasah dalam mencapai tujuan pendidikan yang bermutu. Penelitian ini menggunakan jenis penelitian kualitatif deskriptif. Pengumpulan data dilakukan melalui wawancara mendalam, observasi, dan dokumentasi kepada Kepala Madrasah dan Wakil Kepala Madrasah Bidang Kesiswaan. Hasil penelitian ini menunjukkan bahwa inovasi kepemimpinan kepala madrasah dalam meningkatkan mutu pendidikan era 5.0 dapat dilihat dari terlaksananya sembilan (9) program unggulan yaitu GSM, GLM, Sadam, ODOT, PUTIH, SMB, JUMARIA, FORSIMBA dan PGS. Selanjutnya temuan yang kedua adalah adanya kemitraan dan kerjasama yang akan memudahkan terjalannya kerjasama baik dalam lingkup internal maupun eksternal organisasi guna mendukung berjalannya program madrasah secara berkelanjutan. Kemudian, temuan ketiga yaitu pemberdayaan pendidik dan tenaga kependidikan sehingga peserta didik akan lebih mudah memahami materi yang diberikan peserta didik. Penelitian ini memberikan kontribusi praktis dalam bentuk implementasi inovasi kepemimpinan yang dapat direplikasi di madrasah lain, serta memperkaya kajian teoritis tentang kepemimpinan transformasional dalam konteks pendidikan Islam di era digital.

Kata Kunci : Inovasi, Kepemimpinan Kepala Madrasah, Mutu Pendidikan, Peserta Didik, Era Digital



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ABSTRACT

This study was conducted to find concrete innovations in the leadership of the madrasah principal in improving the quality of education at MTs N 9 Bantul. The quality of education is the main part that is applied in Islamic educational institutions in order to achieve good quality education. The madrasah principal is the main driver in the madrasah in achieving the goals of quality education. This study uses a descriptive qualitative research type. Data collection was carried out through in-depth interviews, observations, and documentation to the Madrasah Principal and Deputy Madrasah Principal for Student Affairs. The results of this study indicate that the leadership innovation of the madrasah principal in improving the quality of education in the 5.0 era can be seen from the implementation of nine (9) superior programs, namely GSM, GLM, Sadam, ODOT, PUTIH, SMB, JUMARIA, FORSIMBA and PGS. Furthermore, the second finding is the existence of partnerships and cooperation that will facilitate the establishment of cooperation both within the internal and external scope of the organization in order to support the implementation of the madrasah program in a sustainable manner. Then, the third finding is the empowerment of educators and education personnel so that students will find it easier to understand the material provided to students. This research provides a practical contribution in the form of implementing leadership innovations that can be replicated in other madrasahs, as well as enriching theoretical studies on transformational leadership in the context of Islamic education in the digital era.

Keywords : *Innovation, Madrasah Principal Leadership, Education Quality, Students, Digital Era*

INTRODUCTION

Innovation in the leadership of madrasah principals in Indonesia can be realized through ideas, concepts, or methods that are carried out continuously by all education stakeholders. Through innovation, madrasahs are expected to be able to renew human resources, increase creativity, independence, and learning motivation of students so that they are ready to face the challenges of the digital era. However, in practice, many madrasahs still face serious obstacles in implementing these innovations. Challenges such as minimal involvement of human resources, weak planning of innovative programs, and low utilization of digital technology are the main obstacles that hinder the improvement of the quality of education. This condition raises the question of how madrasah principals can carry out innovative leadership amidst these various limitations.



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Therefore, this study starts from the problem of how to implement madrasah principal leadership in improving the quality of education in the digital era, especially in presenting relevant, adaptive, and sustainable innovations .

Some relevant previous studies are that the head of the madrasah must be able to lead the team to move together and ensure that all programs can run according to student needs. In addition, all madrasah staff must be actively involved in quality improvement programs, class management, curriculum development, teacher training and final student evaluations ¹. The results of previous studies were taken from several other studies, including (1) Partnerships can encourage change and improve human resources for the needs and interests of the madrasah ². Several other studies state that in carrying out innovation, the head of the madrasah must analyze the needs of students and have a competitive attitude in building their institutions, because competition in the 5.0 era is a real thing so that the more sustainable innovations there are, the more quality madrasahs will be created. Educational innovation in madrasahs is realized through the quality of students, the quality of madrasahs, and the quality of graduates that can be focused on educators and students to achieve quality education goals ³.

To spur stronger competition, education must be competitive in explaining its duties so that the better the management of the madrasah, the better the quality of education ⁴. Innovation can be started from the managerial aspect by preparing the short and long term to implement strategies as an effort to improve quality by involving human resources that are applied according to the needs of the community . ⁵This study was conducted to complement previous research that did not exist on the implementation of madrasah principal innovation in improving quality in the digital era.

¹ (Madinah, Husnul; Cahyanto, Imam, 2024) *Practical Strategy Towards Quality and Sustainable Education*" Yogyakarta: K Media, 2018

² (Nurdelima, et al. 2022)" *Authentic Leadership Towards Organizational Transformation*" Bandung: Indonesia Emas Group, 2022

³ (Santika, Ahmad and Muniroh 2023)" Implementation Educational Innovation in Islamic Educational Institutions" MULTIDISCIPLINARY Islamic Studies Journal Volume 1, No. 1, 2023, page 2

⁴ (Salasila, 2022)" *Innovative Leadership of Madrasah Principals in Increasing Madrasah Competitiveness*" SENTRI: Scientific Research Journal Vol.1, No.2 October 2022, Pages 304-322

⁵ (Ilyasin, Mukhammad, 2019) " *Innovation in Educational Management at the Samarinda State Model Middle School*" PHENOMENON: Journal Research Volume 11, No. 2, 2019 pp. 96-106



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In this study, it was found that the form of implementation of the madrasah principal's leadership innovation in an effort to improve the quality that was prioritized at MTs N 9 Bantul was to make the research madrasah the main focus listed in the form of intracurricular, extracurricular, and ASPD activities for class IX students. The form of innovation that has been achieved as an effort to improve quality in improving non-academic achievements for students is the implementation of Pencak Silat activities, English Community, News Writing Workshop, District-level Master of Ceremony (MC) competition, Publication Awards, Batik Training, Hadroh, Religious Quiz, Creative Dance, Dai Competition, Adzan Competition, Pious Children Festival, Muslim Santri Festival, Islamic Competition Festival, Rohis, and Musabaqoh Tilawatil Qur'an Competition. In addition, this madrasah also received an award from the Head of the Ministry of Religion of Bantul Regency as a superior madrasah at the MTs Negeri level throughout DIY.

Meanwhile, the form of activities achieved by educators and education personnel is a comparative study activity organized by the Ministry of Religion at the national level and will then continue at the international level. On the other hand, this school is the school that is most in demand by the community so that its quality is believed to be quite good but passes a fairly strict selection. So the improvement in quality that is improved at MTs N 9 Bantul is an outcome so that students who take part in the competition can be provisions when they move on to the next level to continue their quality school. By carrying out good innovation, it will be able to become a quality school or a quality madrasah so that it is necessary to implement the planned programs. This study was conducted to determine how the implementation of the principal's innovation in improving the quality of students at MTs N 9 Bantul, Yogyakarta City. Thus, the main problems can be found all if you have done your research properly and effectively.

RESEARCH METHODS

This research is located on Jalan Ingkar Timur Pranti, Banguntapan, Bantul Regency, precisely at MTs N 9 Bantul using a qualitative research method using a descriptive approach that emphasizes the implementation of the leadership of the madrasah principal in improving the quality of education. Qualitative research is a descriptive study using an inductive approach in its presentation. Data collected in qualitative research are usually in the form of text, audio recordings, video recordings, documents, images and others so that they are developed from various perspectives. This study discusses human problems both



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in terms of individual and also group with method give meaning to it with use framework thinking and theory ⁶.

This type of research uses primary data obtained directly by researchers to obtain accurate data. The data collection process in study that is with method researcher with method down direct to field For collect data, collect survey , questionnaire , or experiment ⁷. This data raw data nature However need analyzed return .

The data sources in this study are primary and secondary data. Primary data in this study came from the Head of Madrasah and the Deputy Head of Madrasah for Student Affairs. While secondary data was obtained from documents , archives and journals that have been collected through analysis and results conclusion thinking researchers ⁸. In addition Other secondary data sources can be obtained through journals that are relevant to research titles related to the innovation leadership of madrasah principals in improving the quality of education.

The data collection techniques used in this study are observation, interviews, and documentation. Interviews are a technique used by researchers to convey directly to informants according to the data needed by researchers. Observation is observations made with method direct to location study through behavior behavior , social status , and situation social . Documentation is a method of collecting data which is carried out in the form of archives , documents , letters decisions and others ⁹. The data collection techniques used in this study are observation, interviews and documentation. in the form of recording results interview together Head of Madrasah and Deputy Head of Madrasah for Student Affairs .

The data analysis techniques used in this study use data condensation, data presentation, retrieval and verification. Conclusion. Data condensation is the stage when researchers begin to select, focus, simplify, and organize raw data from the field into a more structured form for analysis. In this process, important information from interviews, observations, and documents can be filtered, then

⁶ Sarosa, Samiaji " *Research Data Analysis Qualitative* " (DEPOK:PT Kanisius , 2021) pp. 1-30

⁷ Ahmad, Fachurrazy, Muhammad, Hartati" et al. " *Textbook of Legal Research and Writing Methods* ' '(Jambi: PT. Sonpedia Publishing Indonesia) pp. 1-234

⁸ "Sugiyono" *Educational Research Methods: Quantitative, Qualitative, and R&D Approaches*. Bandung: Alfabeta 2021) page 20

⁹ "Sugiyono" *Educational Research Methods: Quantitative, Qualitative, and R&D Approaches*. Bandung: Alfabeta 2021) page 20



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given an initial code as a basis for grouping data into certain themes. Data presentation is done in the form of descriptive narratives, tables, or matrices to facilitate understanding of the information that has been coded. The goal is for researchers to be able to see patterns, relationships between categories, and facilitate drawing meaningful conclusions. The final step is to make a temporary conclusion that will continue to be tested for its truth during the research process. The conclusions obtained must be based on patterns that emerge consistently from the data that has been analyzed.¹⁰ Verification is carried out by means of data triangulation, checking by informants, and reflection by researchers to ensure the accuracy of the findings.

RESULTS AND DISCUSSION

Researchers observed that the head of the madrasah will run an innovative work program with teachers at the madrasah by creating 9 superior programs consisting of: Achievement Madrasah Activities (GSM), Masamba Literacy Movement (GLM), Sadam (Sadar Adiwijaya Masamba), ODOT (One Day, Thousand), Unrelenting Publication (PUTIH), Masamba Saturday Dhikr (SMB), Happy Friday (JUMARIA), Synergy Forum Community Management , and Masamba (FORSIMBA) and Groups Learning Parents, Teachers, and Students (PGS). In running the program, the head of the madrasah is always actively involved and supports the activities carried out by the madrasah. Based on the results of the interview with the Head of Madrasah and the Deputy Head of Madrasah for Student Affairs, he said: ' *There are nine programs that we are currently running* ' (Interview March 20, 2025). The head of the madrasah explained that " *to learn to memorize the Qur'an there is a weekly program that is carried out once a week, for the Qur'an memorization test every week there are 2 lessons every Tuesday and Wednesday morning, for literacy classes we hold for Indonesian and English subjects;, and for numeracy classes it is useful for special mathematics subjects* " . In addition, the Head of the Madrasah for Curriculum, Mr. Rosyid S.Ap explained that: " *For achievement activities, we often send religious quiz competitions, my writing competition organized by the Ministry of Religion, OSN, National Science organized by the Ministry of Culture, we once won 1st place for class 8, "For Science Competence, Madrasah once won 2nd place at the Provincial level, Bantul District once won 1st place"; then there is the Masamba Literacy movement which is intended for students and teachers whose tasks are like making pantun and entering them into the*

¹⁰ Miles, M.B., Huberman, A.M., & Saldaña, J., 2019) .



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@mtsn9bantul_Yogyakarta account"), SADAM (Sadar Adiwijaya Masamba for this we have entered the national level", PUTIH (Publikasi Tiada Henti) by making as many news releases as possible for teachers and employees to be uploaded to the Ministry of Religion to then be sent to print media/online newspapers", the Masamba Saturday Dhikr (SMB) activity which is carried out with remembering and healthy walk ", JUMARIA (Cheerful Friday) which was carried out with a clean and healthy walk",), FORSIMBA (Synergy Forum) Committee , Community, and Masamba) are utilized For madrasah needs and support madrasah activities, Religious Study Activities for Parents, Teachers, and Students (PGS) which are held once every 3 months for friendship between the madrasah and parents of students/".

Innovation in the leadership of the madrasah principal in improving the quality of education at MTs N 9 Bantul is the existence of academic quality that is useful for training the skills and soft skills of students. In academic development activities that emphasize improving the quality of students, there are Masamba Achievement Activities (GSM) to explore student potential, increase learning motivation and student competitiveness through academic and non-academic competitions, and the Masamba Literacy Movement (GLM) to increase interest in reading so that students are encouraged to have reasoning power, interest in reading, and train critical thinking skills. The second is character and social quality, namely the *One Thousand Day* activity aims to instill a sense of care and empathy through the Daily Alms Movement and Masamba Adawiyata Awareness which aims to encourage a character of environmental love. Discipline, and responsibility for cleanliness and beauty. Then there is spiritual/religious quality including: There is Masamba Saturday Zikir with the aim of strengthening the spiritual dimension of students through joint dhikr activities and Parent Study Groups which aim to unite moral education and religious values between schools and families. Continued aspects of managerial quality and publications including Endless Publications aim to be a form of transparency and *branding of the institution* . Finally, there are aspects of partnership and community involvement including the Community Committee Synergy Forum aiming to build collaboration between madrasahs and the community and Happy Friday (Jumaria) aims to For realize fun and creative learning with support from teachers and committees.



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NO	Data source	Data Fill	Encoding
1	Interview with The Head of Madrasah is Mrs. Sitti Solichah , S.Pd	Achievement Activities (GSM), Masamba Literacy Movement (GLM), ODOT (One Thousand Days) , SADAM (Sadar Adawiyata Masamba), PUTIH (Non-Stop Publication) , JUMARIA (Cheerful Friday), PGOS (Religious Study Group) , Teachers and Parents of Students), SMB (Masamba Saturday Dhikr), FORSIMBA (Forum Silaturahmi) The Committee and Masamba.	Implementation of Madrasah Principal's Innovation Leadership in Improving the Quality of Education
2	Interview with The Head of Madrasah is Mrs. Sitti Solichah , S.Pd and the Deputy Head of Madrasah for Curriculum	Regional Education Standards Assessment (ASPD)	Head of Madrasah Leadership Innovation
3	Interview with the Head of Madrasah	Before implementing the program, MTs N 9 Bantul will hold a meeting first Need to refresh the administrator presence Comparative study stage to other agencies	Collaboration and Partnership

The facts of this study were found in the context of daily activities at MTs N Negeri 9 Bantul, the principal and teachers actively developed and implemented nine excellent programs to improve the quality of students. The innovation occurred in a learning atmosphere that emphasized character values, increased literacy, spirituality, and the active involvement of all elements of the school and



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community. Observations were made during the implementation of various excellent programs, such as *the Madrasah Giat Prestasi activity* which was held at the end of each month, and *the Masamba Literacy Movement* which was routinely held every morning before learning began.

Another fact was also found in *the Masamba Berdzikir* , *JUMARIA* , and *ODOT activities on Saturday* , namely the active role of students and ustadz in building a religious culture and social awareness. Observations were made during the implementation of various leading programs, such as *the Madrasah Giat Prestasi activity* which is held at the end of each month, and the Masamba Literacy Movement which is held every morning before learning begins. Another fact is the Saturday Masamba Berdzikir , *JUMARIA* , and *ODOT activities* , which show the active role of students and teachers in building a religious culture and social awareness.

The researcher observed that the madrasah principal will also conduct partnerships and collaborations such as ASPD (Regional Education Standards Assessment) for grade IX and build cooperative relationships between schools and students. In an interview, the Principal of Madrasah, Mrs. Sitti Solichah S.Pd said, " *Of course we hold our activities first, we hold discussions or we discuss, we also hold work programs in meetings every period, and joint decisions that we implement together for one year.*" Based on results observation social media monitoring account MTSn 9 Bantul researcher get activities that have been implemented by MTs N 9 Bantul include: Usually MTs N 9 Bantul holds an annual meeting to discuss the work program implemented during the year with representatives of the curriculum section who are tasked with compiling the schedule of the established program, representatives of the student affairs section who are tasked with creating a conducive educational environment and supporting the academic development and character of students, the public relations section who are tasked with managing relations and communication between the madrasah and external and internal parties, the facilities and infrastructure section who are tasked with managing madrasah facilities and madrasah infrastructure that can support the teaching and learning process, and the administrative staff section who are tasked with managing administration, finance, and personnel to support the smooth running of madrasah activities.

In building innovation in madrasah culture education, it is necessary to create a curriculum based on Islamic values and religious culture that is applied in building innovation in madrasah leadership. The head of the madrasah must respond to educational policies such as policies organized by the Ministry of



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Religious Affairs of the Republic of Indonesia (Kemenag RI) and the Office of Religious Affairs, for example regarding the madrasah-level publication competition. In addition, teacher competence and motivation are very important in building leadership innovation because they can improve human resources. In the digital era, technology-based innovation must be provided based on the needs of students and parents. The relationship between the various factors above can be combined in innovation to strengthen quality.

Researchers observed that the head of the madrasah innovated in improving Human Resources, for example by holding online-based training, utilizing the needs of the madrasah, encouraging cooperation with various parties to improve Human Resources. *This was stated by the Head of Madrasah that "MTs N 9 Bantul has teacher qualifications according to their respective fields to meet the needs of retired employees, we overcome this by looking for teachers who have qualifications in their fields known as GTT Teachers (Non-Permanent Teachers) for example for religious subjects, the teacher must be Islamic religious education".* In selecting teachers at the elementary, junior high, and high school levels, it is necessary to have teachers who have competence and a deep understanding of the material being taught, teachers in the same field will also encourage learning to be more effective, and teachers in the same field will have good certification.

Through training and cooperation, all parties will create collaboration. Each individual who works more effectively and can increase productivity in the team. The creation of a positive and innovative environment makes all elements more focused on completing all tasks given and can solve all solutions faced by the madrasah. With collaboration, communication between teachers and education personnel will be stronger, creating new ideas and different knowledge about something. Training will also build a positive image for the reputation of Islamic educational institutions in order to attract the interest of the community, prospective students and provide positive support from various stakeholders.

The implications applied in MTs N 9 Bantul related to the empowerment of educators and education personnel are (1) quality management innovation encourages the creation of a more professional, collaborative, and results-oriented work culture. With participatory coaching to all stakeholders or a cooperation system, the quality of education can be improved. Through teacher training and mentoring of madrasah principals throughout the series of activities, new innovations that are adaptive and transformative for change can be provided. By



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involving students in various national and international competitions, it will encourage innovation in the MTs N 9 Bantul educational institution.

The head of the madrasah innovated by formulating 9 leading programs that are currently running at Madrasah MTs N 9 Bantul, these programs are: Not only reflecting the needs of the madrasah but also being able to answer the needs of students. One of the programs held is GSM (Madrasah Achievement Event) which provides room to participant educate For increase achievement , skills and morals karimah . In addition, it can facilitate students to achieve achievements according to their interests, talents and abilities to encourage the quality of education based on religious teachings. In addition , there is also a program for organizing self-defense silat and tahfidz which were followed by participants educate . This is in line with method For improvement quality education the head of the madrasah must capable directing and empowering all over source power and strategy owned For achieve educational outputs and outcomes to more direction Good ¹¹.

Therefore , there are programs such as the Masamba Literacy Movement (GLM) and Never Stop Reading and Writing (PUTIH) which are able to improve students' understanding in field writing , reading , understanding , helping to obtain good analysis , has addition knowledge knowledge that is excavated so that beneficial For improvement ability good language skills from academic, social, community, cultural values, and experience aspects. This is is form innovations that have been conducted at MTs N 9 Bantul which aims to improve the future output of students to be more directed to progress so that they are able to become students who gain more knowledge and improve their views in thinking. This is in line with the theory put forward by Suyatno which states that leader in matter This head of madrasah in a institution education must capable blend information technology according to student needs in the management of educational institutions to be able to improve efficiency and effectiveness service education ¹².

In addition, partnerships and collaborations are the most important part in improving quality. With collaboration, schools can build cooperation with other schools or madrasahs, build collaboration in the industrial sector, the community and other community leaders so that comprehensive education is realized. In addition, collaboration can also encourage schools to use good learning methods

¹¹ Mulyasa, E " *Management and Leadership of Madrasah Principals*.: Rosdakarya Youth, 2021) pp. 2-235

¹² Suyatno, SH " *Visionary Leadership of School Principals in Strengthening the Quality of Education*" *Journal of Islamic Education Management* , 2021, pp. 23–34.



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and can develop a good curriculum so that it produces a quality of continuous education that continues to increase. The Synergy Forum of the Program Committee, Community, and Madrasah (FORSIMBA) which was implemented by the Head of Madrasah, namely Mrs. Sitti Solichah S.Pd in always develop and implement madrasah programs by involving all components, including teachers, committees, administration, students, educating according to the needs of students and the community as a real manifestation of involving all members of the organization. Through this program, the head of the madrasah will open up aspirations from parents of students and teachers in making decisions, including in the allocation of BOS funds which are always transparent in their management. One of characteristics typical from Mrs. Solichah's leadership S.Pd is collaborative leadership . In managing quality , it always involves internal and external parties of the organization so that a supportive atmosphere is created. With the gradual training for all teachers, it is also a manifestation of the innovations carried out for teacher development in madrasahs so that it can have a good impact on the teaching and learning process and have a strong aspect of sustainability. This is in line with the opinion expressed by Arifin and Supardi (2021) that with transparency in decision-making and cooperation, it is also possible to have a positive impact on public trust to school or other madrasahs ¹³ .

In addition, there is an annual procurement meeting with colleagues consisting of the deputy head of the madrasah for curriculum, the deputy head of the madrasah for student affairs, and the deputy head of the madrasah for infrastructure, which illustrates *distributed leadership* that allows... taking decision done in a way together ¹⁴This matter show existence a healthy organizational culture , where each role has a good contribution in achieving common goals.

The Principal of Madrasah MTs N 9 Bantul emphasized that most teachers have qualifications according to their fields so that they have greater professional competence that can support the achievement of educational quality. Fulfillment Power professional educators and education with the status of Non-Permanent Teacher (GTT) shows that there are strategic efforts made by the head of the madrasah to oversee the balance of the teaching and learning process. In the context source Power man according to Sitti Solicha's opinion S.Pd in line with

¹³ Arifin, I., & Supardi, S, " *Community Involvement in Educational Management: Case Study in Madrasah* : Journal of Islamic Education Management , 2023) pp. 45–58

¹⁴ Bush, T., " *Leadership Theory and Educational Management*" Lampung : Sage Publications, 2020 pp. 1-200



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opinion Wahjosumidjo (2022) said that the head of the madrasah must manage madrasahs in a professional and oriented towards adaptive development. In addition, the selection of substitute teachers in the same field is also an problem effort standardization quality teaching ¹⁵. Policy This also strengthens the philosophical basis of the importance of madrasah competence in Islamic education so that it must be the main prerequisite in the process of transforming quality education based on Islamic values.

The effort to involve teachers in training is one of the steps of gradual professional development. As conveyed by Mrs. Solichah S.Pd that The head of the mosque appealed to teachers to actively involved in various competencies such as Subject Teachers' Conference (MGP), seminars, workshops, and activities organized by the Ministry of Religion. These activities illustrate how important teacher development is as an agent of change in the classroom. This in line with the opinion put forward by Nurlaili (2022) that improvement quality of learning process in a way Regular and relevant can have an impact direct to student .¹⁶ Teacher involvement in various activity like a discussion forum can add outlook educator For practice knowledge education latest and can to obtain methodology learning as well as compilation method assessment . In theory, this does not only focus on managers but also focuses on leadership, namely always providing direction to achieve maximum performance.

CONCLUSION

Madrasah leadership innovation in improving the quality of education at MTs N 9 Bantul is important to be studied so that it can be used as evaluation material for educators and education personnel. Because to obtain good quality, it is necessary to pay attention to the curriculum, facilities and infrastructure, human resources, management of student learning, and building good partnerships with other institutions. In addition, the quality of education is also achieved if the programs that have been set by the head of the madrasah are achieved well. In terms of decision making, it must be carried out in an open manner with transparent communication that can build a harmonious atmosphere so that innovation can be allowed to achieve educational goals. The determination of the

¹⁵W ahjosumidjo " *Principal Leadership: Theoretical Review and Problems* " : West Java, Rajawali Pers, 2022

¹⁶ Nurlaili, I., Fatmawati, D., & Rahayu, S. " *Developing Teacher Professionalism Through Competency-Based Training*. Journal of Education and Culture ,2022) pp. 355–366.



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vision, mission and programs of the madrasah can be directed and measured so that if implemented successfully it can add a positive image to the wider community.

Collaboration and partnership are not only to establish cooperation but also to carry out the vision, mission, responsibility, and resources owned to achieve organizational goals. Without collaboration, educational institutions will lose the opportunity to grow. Therefore, building a culture of collaboration and partnership is a must to answer the challenges in the digital era 5.0.

Empowerment of teaching and education personnel is carried out not only to carry out administrative tasks in madrasas but must become agents of change in society so that educational institutions do not experience stagnant conditions, become left behind, and lose direction.

The theories used in this study are able to provide an analytical basis for understanding the steps of the madrasah principal in improving the quality of education. This concept can help identify the forms of innovation implemented at MTs N 9 Bantul while the descriptive qualitative method was chosen which is effective in digging up in-depth information from the principal and the school environment. Thus, the theories, concepts, and research methods used are considered able to answer research problems comprehensively.

This study still has many shortcomings, including limitations in the scope of the research object which only focuses on one madrasah, namely MTs N 9 Bantul. In addition, it still uses qualitative research, so this study is more descriptive and cannot be generalized to other schools or madrasahs. This study only explores the perspectives consisting of the madrasah principal, deputy principal, madrasah head for student affairs without having to involve teachers, students, and the community outside the madrasah. As a suggestion for further research, it is recommended to involve several other madrasahs, so that they can compare the innovation management of madrasah principals with other madrasahs. Other researchers can also focus on a combination of qualitative and quantitative research (mixed method) to obtain richer and more measurable data. In addition, further researchers also discuss the supporting and inhibiting factors used in the innovation management of madrasah principals to support the sustainability of education quality.



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