



## **The Role of The Head of Madrasa as an Educational Administrator in Fostering Research Culture in MTs Riset Fathul Huda Blitar**

**Vanisha Amelia Riani <sup>1</sup>, Nur Efendi <sup>2</sup>, Sulistyorini <sup>3</sup>**

<sup>1,2,3</sup> Universitas Islam Negeri Sayyid Ali Rahmatullah Tulungagung, Indonesia

**Corresponding Author:** Vanisha Amelia Riani E-mail: [vanishaamelia27@gmail.com](mailto:vanishaamelia27@gmail.com)

### **Article Information:**

Received June 08, 2024

Revised June 23, 2024

Accepted June 29, 2024

### **ABSTRACT**

Research activities in the field of education can enhance the ability to think scientifically, critically, sensitively, and caring for the environment. MTs Riset Fathul Huda is one of the research-based madrasas that seeks to foster a culture of research within its scope. In order to that goal, we need an educational administrator in charge of the administration to ensure that research goes as expected. This article aims to find out how the role of the head of the madrasa as an educational administrator in cultivating a culture of research in MTs Riset Fathul Huda Blitar. The research method used is qualitative with the type of case study. Data collected with interviews, observations, and documentation. The data is then analyzed in three stages: data condensation, data display, and conclusion drawing. The results showed head of MTs Fathul Huda Blitar performed his duties as an administrator well. These include coordinating with various administrative areas; developing research-based curricula; providing training for teachers; conducting external collaboration; and providing an environment that supports the conduct of research in the madrasa. The results can be seen in the ability of teachers in producing scientific work as well as students who are able to follow the race of scientific work at the national level.

**Keywords:** Administrator; Culture Research, Head of Madrasa.

Journal Homepage <https://ejournal.uinmybatusangkar.ac.id/ojs/index.php/alfikrah/index>

This is an open access article under the CC BY SA license

<https://creativecommons.org/licenses/by-sa/4.0/>

How to cite: Riani, Vanisha Amelia. Efendi, Nur. Sulistyorini (2024) *Peran Kepala Madrasa sebagai Administrator Pendidikan dalam Menumbuhkan Budaya Riset di MTs Riset Fathul Huda Blitar*. *Al-Fikrah: Jurnal Manajemen Pendidikan*, 12 (1) 88-98. <https://doi.org/10.31958/jaf.v10i1.6007>

Published by: Universitas Islam Negeri Mahmud Yunus Batusangkar Press

## **INTRODUCTION**

The Islamic educational institution, called the madrasa, serves as a place to study science as well as a centre for teaching Islamic values. Madrasa plays a crucial role in preserving and transmitting the tradition of Islamic science while adapting to the demands of modern education (Hafid et al., 2022). The quality of education in Indonesia is declining because, in fact, high school graduates have not yet met the expectations of society (Sari & Urcy, 2022). Among the expectations that students must meet are that students should be able to have cognitive knowledge, skills, psychomotor, and global insight (Irmita et al., 2022). Learning in today's era is expected to develop students' literacy, communication, critical and creative thinking, collaborative skills, and character education (Nujulah, 2022). This means that students are required to be able to think critically, emphasize the use of logic, as well as deepen their learning.

Research is a systematic process of collecting, analyzing, and interpreting data in order to improve understanding of a phenomenon or solving a particular problem. Research involves a systemic and planned effort to gather reliable information to answer research questions and develop theory (Creswell, 2013). In the learning process, students are not only expected to be able to memorize, but are also able to question the learning material with 5W+1H. This aims to sharpen the critical thinking ability of students.

The research program in the madrasa can enhance critical thinking, high level, and sensitivity to the student environment (Nujulah, 2022). It is expected to be a means of developing scientific thinking skills for both teachers and students (Thoyib et al., 2023). Research is expected to be a culture owned by the madrasa and actually carried out by both students and teachers who are in everyday learning (Ginting & Prastowo, 2021). In Indonesia, the National Research Madrasa Program (Pro-Madrina) was introduced by former Minister of Religious Affairs Suryadarma Ali in 2013 which was subsequently promulgated in the PMA (Regulations of Ministers of Religion) No. 60 of 2015. The PMA described the research matrasah as the one that develops excellence in academic, scientific, and research fields. The Ministry of Religion honours the madrasa who has tried to foster a culture of research in the Madrasa and has given the term "Research Madrasas" (Nujulah, 2022).

To support and that goal in the madrasa, then we need a good and orderly administration. Administration plays an important role in running a madrasa because it covers all the procedures necessary to fulfil the course of such an institution (Mustari, 2022). Administration in educational institutions has a role to manage various aspects of operational and educational activities. Administrative roles include planning, organizing, guiding, and controlling resources and educational activities to educational goals. The administration ensures the smoothness of various processes, including finance, human resource management, curriculum development, maintenance of physical facilities, communication with stakeholders, and monitoring of learning-teaching activities (Zulfahmi et al., 2022). Effective administration is essential because it creates a conducive learning environment, supports operational efficiency, improves the quality of education,

and ensures accountability to educational stakeholders. As a result, the madrasa can effectively the educational goals set (Sudiana, 2018).

If a madrasa doesn't have an effective administration then it'll create a lot of problems. Unorganized administration can make a madrasa incapable of achieving a goal. Lack of systematic planning, efficient organization, strict control, and clear guidance can hinder educational progress (Hamidah & Julkifli, 2021). Besides, poor administration can also cause dissatisfaction from various parties, including students, teachers, parents/students, the community, and so on. This is due to a lack of transparency, fairness, and accountability in organizing education (Umiyati et al., 2023). The ultimate impact is that the reputation of educational institutions can be compromised and public confidence in such education can be eroded.

Because of the importance of this administration, there is a need for a leader who is responsible for all matters relating to administration (Triansyah et al., 2023). The head of a madrasa as a leader in the madrasas has a duty to ensure that the administration of education runs well effectively and efficiently. It is mentioned by (Suryani, 2023) which states that the head of the madrasa has three basic duties, namely as a leader, administrator, and also supervisor. In this case, the head of MTs Riset Fathul Huda Blitar is responsible for carrying out and controlling administrative activities related to research in the madrasa. This effort is necessary to be known given the importance of research and administration itself for the madrasa.

Madrasah Tsanawiyah (MTs) Riset Fathul Huda is one of the Islamic educational institutions under the umbrella of the Pondok Pesantren Fathul Huda Blitar. The madrasa was set up in 2020 and has been accredited. This makes the MTs Riset Fathul Huda Blitar have a special administration on the research madrasa which makes it unique and interesting for further research. Based on the early observations found by the author, MTs Riset Fathul Huda makes research a culture that should be owned and run by both students and existing educators. But until now, they are still trying to foster such a research culture considering that the age of madrasa is still new. Research activities are not only updated with the presence of extra-curricular KIR (youth scientific work), nor are they a subject in the curriculum. But research is a culture to be brought to life in these madrasa. It also means that every educator, or teacher, is required to have a work of his research.

This article aims to learn about the culture of research and the role of the head of the madrasa as an administrator in cultivating the research culture in the MTs Riset Fathul Huda Blitar. It can be used as an opportunity to highlight the importance of the role the leader of the Madrasa in leading and managing the madrasa in particular in the culture research. The head of the madrasa is not only responsible for the administrative aspects, but also plays a key role in shaping a culture and a vision of education in accordance with Islamic principles (Hasbiyallah & Ihsan, 2019). Through strong leadership, the head of the madrasa will be able to build an inclusive, supportive, and Islamic values-oriented learning environment.

## **RESEARCH METHODOLOGY**

The research method used in writing this article is qualitative with the type of case study. Qualitative approach tries to build statements based on constructive, participatory, or both perspectives that aim to build theory (Fiantika et al., 2022). This research involves meaning derived from individual personal experiences, historical, social values, and so on. This method will help the author in digging into data in depth about the role of the head of the madrasa as an administrator in cultivating a culture of research in MTs Riset Fathul Huda Blitar. The data collection uses in-depth interviews, observations, as well as documentation. Interviews are conducted with the head of the madrasa and the deputy head of the curriculum field to know the culture of research that exists in the MTs Riset Fathul Huda Blitar. The data was then analyzed using the Miles and Huberman models: data condensation, data display, and conclusion drawing (Miles et al., 2014).

## **RESULT AND DISCUSSION**

### **Research Culture in MTs Riset Fathul Huda Blitar**

Research culture can be understood as the design of long-term life systems and can be a guideline of open life for all members of society (Nujulah, 2022). The concept of the research madrasa itself is to facilitate research in the environment of the matrasah which means that both teachers and students have the same task of conducting research and generating research findings in order to improve and add IPTEK. Students conduct research with the primary objective of improving and sharpening the skills they possess (Izza, 2023). Usually the topics raised in student research are science, technology, and social with simple issues. While teachers do research to find answers to the problems that occur and the findings can be used to improve the quality of learning in the madrasa (Zafi et al., 2024).

Based on an interview with head of MTs Riset Fathul Huda Blitar, the madrasa has made an effort to facilitate research in the scope of the Madrasa. The first thing to do is to incorporate research into the curriculum used. Head of MTs Riset Fathul Huda explains that the curriculum currently used continues to be developed and adapted to the purposes of the research gymnasium. Research is included in one of the subjects and will be taught in the classroom by the teachers. This proves the commitment of Fathul Huda's Research MTs to educate their students to develop their research skills to the maximum.

Secondly, because research is one of the subjects, then teachers as educators must also have the ability to do research first. For teachers who already have the ability to research then can teach it to fellow teachers that have not really understood research. Head of MTs Riset Fathul Huda stated that there is training given to teachers about this research. It aims to ensure that every teacher has a research ability that is either focused on teaching or on doing the research itself. Because if this culture of research is carried out, then teachers are obliged to have the work of the results of that research. Besides, teachers can be good examples and guides for students to do research.

Thirdly, the culture of research to be fostered makes teachers need to adjust the way they teach. It also affects the teacher's ability to deliver material in class as well as write

it in RPP. Head of MTs Riset Fathul Huda affirmed that to grow the ability to think critically, analytically, descriptively, conclude, and find new findings then the way of learning in the classroom must also be changed. The teacher acts as a facilitator that accompanies the student to learn and learn in depth about the material studied. Techniques of lecturing and assigning students to memorize are not recommended in learning as this will accumulate students' curiosity. When students are not curious, then critical thinking cannot be done. Teachers should actively make students wonder about the material presented, which then teachers can invite students to conduct brief research with real proof, for example on IPA and mathematics subjects

Fourthly, there is an extracurricular youth scientific work. (KIR). Head of MTs Riset Fathul Huda mentioned that the extracurricular as a container intended for students who have a desire to apply their research skills and study more intensively with a tutor. The activities carried out in this extracurricular among them are to follow various races either held by other educational institutions or races from the Kemenag such as MYRES (Madrasa Young Researchers). This activity will help students to train their research skills as well as add colleagues from other educational institutions that are equally interested in the world of research. The above efforts are the ways that the Fathul Huda Blitar Research MTs are doing to foster a culture of research in the madrasa. Of course, these things still need to be continued, evaluated, and revised every year so that the research culture really lives in the MTs Riset Fathul Huda Blitar.

### **The Role of The Head of Madrasa as an Educational Administrator in MTs Riset Fathul Huda Blitar**

The head of the madrasa as a leader has the duty to manage his army so that it is in order and can the goal (Efendi, 2017). Lazaruth proposed that the head of the madrasa in the world of education has three duties: as the leader of education, the administrator of education and the supervisor of education (Suryani, 2023). One of the important tasks in this case is the role of the head of the madrasa as an administrator, which ensures that the existing administrative activities are running smoothly and can support the learning activities in the Madrasa.

Based on an interview with head of MTs Riset Fathul Huda Blitar, he explained that his duties as an administrator were assisted by experts who came from the father/mother of the teacher in the madrasa. The administrative areas of the MTs Riset Fathul Huda Blitar include curriculum administration, student administration, teacher and educational staff administration (GTK), means and supplies administration, financial administration, as well as public relations administration or external cooperation. Each field of administration is headed by a teacher who is capable and experienced to handle the field. The head of MTs Fathul Huda Blitar also said that the cooperation between him and every field or between these branches is good, so that the administration can be managed well anyway.

With regard to the culture of research, then every administration that exists in the madrasa needs to adapt to the existing research needs. First, the curriculum administration

needs to develop curricula that are in line with the objective to be achieved, which is to facilitate research in the environment of the madrasa. Curriculum used is adapted to the needs of the Madrasa and this requires a long and repeated process. Secondly, the student administration in which the matrasah needs to know data about the students' talents, interests and abilities to help them do research on the theme.

Thirdly, the GTK administration as described earlier that there is training for the unskilled teachers. It is then related to the fourth administration, the administration of humas, in which the madrasa cooperates with the outside to give teaching about research in greater depth. Then also teachers can conduct research with the outside as a form of collaboration. Fifth, the administration of such facilities and facilities needs to provide tools that can support research, such as the internet in the madrasa, laboratory equipment, computers, and so on. Finally, the financial administration which it is also related to the previous administrations that in the procurement of cooperation, the funding tool needs to have a cost to be issued.

Head of MTs Riset Fathul Huda in carrying out his duties as an administrator through four stages according to the management functions, namely planning, organization, implementation, and supervision. At the planning stage, the head of the madrasa explained that there was a meeting that discussed issues related to the research that was taking place and how to deal with it. There are discussions about the selection and determination of alternative solutions to the problem. It involves the whole teacher, as well as the related stakeholders.

The next stage is the organization in which the Head of MTs Riset Fathul Huda forms and forms working relationships with teachers and stakeholders to the goal. In this phase there is a division of duties, authority, and responsibility which is adapted to the ability, experience, knowledge, interests, talents, and personality of the teacher/stakeholder. For example, the placement of experts in each area of administration; the appointment of research teachers; the determination of KIR builders; and so on.

Then the third stage is the implementation. This phase contains the implementation of plans that have been made in the previous phase, namely the planning phase. Head of MTs Riset Fathul Huda stated that he acts as a coordinator who actively communicates with any teacher or stakeholder involved. This is done so that there is transparency in the course of existing activities and also to respond quickly in helping teachers when they have problems in carrying out their duties. In addition, Head of MTs Riset Fathul Huda also conducted a briefing, giving implementation guidelines and technical guidance to all involved in the activities so that each activity can run harmoniously in achieving the goal.

The last stage is controlling or evaluating which serves to see if the activities are running as planned or not. In addition, in this phase, according to the Head of MTs Riset Fathul Huda there is a meeting that discusses the problems encountered in the implementation of activities. Each teacher was asked to tell us what obstacles they encountered during the activity. The head of the madrasa must be objective and careful in assessing the activities that have been carried out. Because an objective assessment works so that every activity can be improved in the future.

According to the curriculum, the head of the MTs Fathul Huda has shown a wise attitude as an administrator. Head of MTs Fathul Huda is able to conduct open and two-way communication in terms of coordination, cooperation, motivate, or give advice in the implementation of research activities. In raising the staff of experts, the head of the madrasa also takes into consideration the experience and skills of the teacher seriously in order to truly carry out the assigned tasks. The care and responsibility shown by the head of MTs Riset Fathul Huda enables teachers to move and work together to realize the common goal of cultivating a culture of research in the scope of the madrasa.

### **The Role of The Head of Madrasa as an Educational Administrator to Fostering Research Culture in MTs Riset Fathul Huda Blitar**

The administration of education plays an important role in the management of education which will lead to the goal of education itself (Zulfahmi et al., 2022). According to Suharsini, education administration means providing the best service and trying to coordinate various activities in order to the desired goals (Rubino et al., 2023). As an educational administrator, the head of the madrasa is authorized and responsible for managing and developing everything related to the administration of education. It is clarified by (Hamidah & Julkifli, 2021) that the head of the madrasa is responsible for the smooth execution as well as teaching and various activities related to his functions as an administrator.

The head of the madrasa must have the ability to design the basic tasks that he has as an administrator into operational tasks (Sulistyorini, 2021). The head should be task oriented and emphasize the achievement of work and done systematically and structured. This is done by the Head of MTs Riset Fathul Huda who is able to carry out the planning and organization of tasks together with teachers and related stakeholders. This planning will make the steps to be taken structured and systematic, thus facilitating the implementation process (Sudiana, 2018).

But in carrying out his duties the head of the madrasa cannot do everything on his own. The head of the Madrasa has the authority to appoint administrative staff who are competent and capable of carrying out administrative duties according to their fields (Marce et al., 2020). Head of MTs Riset Fathul Huda also carries out the appointment and appointment of experts responsible in each area of administration. For example, the curriculum administration field has a student representative curricular field which manages curricula field. It is in accordance with the submitted by (Kemdikbud, 2017) that the chief of the administrative is responsible for the course of the educational administrative activities that exist in the madrasa and takes over the entire administrative staff consisting of the executive of administrative affairs and special service officers. So that the head of the madrasa acts as the regulator of the implementation of the administrative system (Saleh et al., 2016).

The head of the madrasa when becoming an administrator must be able to apply activities that relate to his functions as a administrator. Among his duties are planning, organizing schools, acting as coordinators and influencers, and managing public relations

(Mahmud, 2015). Head of MTs Riset Fathul Huda Blitar has fulfilled these duties, including conducting planning, organization, open and transparent communication, as well as providing motivation and advice to teachers in difficulty. This is because teachers are one of the important factors that can give a major influence in Islamic education (Syukur et al., 2023).

In addition, the head of the Research MTs Fathul Huda also actively collaborates with the interior of the madrasa (such as the teacher) as well as the external authorities to provide research training, research collaboration, and publication and dissemination of research results. It's used to improve the ability of teachers and students to do research so they'll be more accustomed to research. In accordance with what is described by (Zafi et al., 2024) that the madrasa can cooperate with research professionals in terms of providing guidance, basic statistics, research instruments, as well as help accuracy of research results.

Management of education administration can be done in four ways according to (Affandi et al., 2022) namely planning, organizing, implementation, and controlling or evaluating. This is so that the activities can be planned systematically and expected to run according to the plan to be able to the goal. In these four stages, the head of the madrasa needs the ability to coordinate well. The ability of the head of the madrasa in conducting communication and coordination can make every area of administration run in harmony to realize the growth of the culture of research in the madrasa (Imanuddin, 2020). The coordination is carried out by the head of the MTs Riset Fathul Huda starting from the curriculum administration that designs the design of the research curricula according to the desired purpose, then the administration of students, facilities and facilities, and so on which each other supports the smoothness of existing research activities.

Having a good administration makes research possible according to the objectives to be achieved. It is seen from the course of the research curriculum, learning techniques that emphasize the ability to think critically, the presence of extracurricular KIR running, until students at MTs Riset Fathul Huda can follow a competition of scientific works to the national level. According to the results of research by (Zafi et al., 2024) which stated that the research available in the madrasa has benefits among them improving the critical and scientific thinking of students; students can sense and care about the phenomena that exist around them; as well as gain valuable experience during the conduct of research.

The head of the madrasa who is responsible in carrying out his duties can be the key to advancing the institution of education. This means that every head of the madrasa must have the skills, commitment, knowledge, and experience appropriate to what is required in carrying out his duties as an administrator in an educational institution. The efforts that have been demonstrated by the head of the MTs Riset Fathul Huda above can be a way to create an enabling environment for research development, which in turn will improve the quality of education and produce graduates who have strong research skills.



## **CONCLUSION**

The role of the head of the madrasa as an educational administrator in fostering a culture of research is crucial and multidimensional. The head of the madrasa needs to manage and ensure that the administrations related to research are met. Head of Research MTs Fathul Huda has made various efforts to foster a research culture in the madrasa. These include developing a research curriculum that matches the purposes of the madrasa; providing training and development for teachers; and providing an environment that supports the implementation of research in the matrasah. Head of MTs Riset Fathul Huda Blitar also cooperates with external parties related to guidance and teaching, conduct research collaboration, help accuracy of research findings, as well as publication and dissemination of research results. In carrying out his duties as educational administrator, the head of the MTs Fathul Huda did it in four stages: planning, organization, implementation, and supervision. Having good coordination, communication, and transparency activities can make a culture of research grow in Fathul Huda Blitar Research MTs. Evidence of a culture of research is one of the teachers who have the results of scientific work, as well as students who have been able to compete in scientific work at the national level.

## **ACKNOWLEDGEMENT**

## **REFERENCES**

- Affandi, M. A., Amrullah, A. M. K., & Esha, M. I. (2022). Administrasi pendidikan islam dan seni mengelolanya. *EVALUASI: Jurnal Manajemen Pendidikan Islam*, 6(1), 1–19.
- Creswell, J. W. (2013). *Qualitative inquiry & research design choosing among five approaches*. SAGE Publications, Inc.
- Efendi, N. (2017). *Islamic educational leadership praktik kepemimpinan di lembaga pendidikan islam*. Kalimedia.
- Fiantika, F. R., Wasil, M., Jumiyati, S., Honesti, L., Wahyuni, S., Mouw, E., Jonata, Mashudi, I., Hasanah, N., Maharani, A., Ambarwati, K., Noflidaputri, R., & Waris, L. (2022). *Metodologi penelitian kualitatif*. PT. Global Eksekutif Teknologi.
- Ginting, A. H. B., & Prastowo, A. (2021). Pengembangan kurikulum pendidikan agama islam pada madrasa berbasis riset di yayasan madrasa pendidikan islam (ympi) tanjung balai. *PEMA: Jurnal Pendidikan Dan Pengabdian Kepada Masyarakat*, 1(1), 44–52.
- Hafid, H., Fuad, Z., & Mas'ud, A. (2022). Peran madrasa dalam lembaga pendidikan islam di era peradaban modern. *FIKRUNA*, 4(2), 87–97.
- Hamidah, D., & Julkifli. (2021). Kepala sekolah sebagai administrator dan supervisor di lingkungan sekolah. *Jurnal Serunai Administrasi Pendidikan*, 10(2), 38–45.
- Hasbiyallah, & Ihsan, M. N. (2019). *Administrasi pendidikan perspektif ilmu islam*. UIN Sunan Gunung Djati Bandung.

- Imanuddin, S. (2020). *Peran kepala sekolah sebagai administrator dalam meningkatkan kinerja guru di man 3 bireuen*. Universitas Islam Negeri Ar-Rniry Darussalam Banda Aceh.
- Irmita, L. U., Amanda, M. H., Syamsyi, B., & Wardaya, A. (2022). Implementasi kurikulum nasional, internasional, dan peminatan (olimpiade, penelitian, dan profesional) di sma wardaya. *Jurnal Eduscience (JES)*, 9(1), 324–335.
- Izza, P. E. N. (2023). *Manajemen pengembangan kurikulum madrasa penyelenggara riset dalam meningkatkan daya saing (studi multi situs pada mtsn 2 kota kediri dan mtsn 1 blitar)*. UIN Sayyid Ali Rahmatullah Tulungagung.
- Kemdikbud. (2017). *Panduan kerja tenaga administrasi sekolah/madrasa*. Direktorat Pembinaan Tenaga Kependidikan Pendidikan Dasar dan Menengah.
- Marce, S., Ahmad, S., & Eddy, S. (2020). Manajemen kepemimpinan kepala sekolah sebagai administrator dalam peningkatan kompetensi guru. *DAWUH: Islamic Education Jurnal*, 1(2), 76–81.
- Miles, M. B., Huberman, A. M., & Saldana, J. (2014). *Qualitative Data Analysis: A Methods Sourcebook* (Third edit). SAGE Publications, Inc.
- Mustari, M. (2022). *Administrasi dan manajemen pendidikan sekolah*. Prodi S2 Studi Agama-Agama UIN Sunan Gunung Djati Bandung.
- Nujulah, F. (2022). *Manajemen madrasa riset dalam meningkatkan budaya riset di madrasa (studi multikasus di mtsn 3 malang dan mtsn 2 pasuruan)*. Universitas Islam negeri Maulana Malik Ibrahim Malang.
- Rubino, Harmuliani, N., & Wahyuni, S. (2023). Manajemen pendidikan islam: leadership dan administrasi pendidikan dalam al-qur'an. *Jurnal Dirosah Islamiyah*, 5(3), 327–337. <https://doi.org/10.17467/jdi.v5i3.3222>
- Saleh, R., Suib, M., & Sindju, H. B. (2016). Peran kepala sekolah sebagai administrator dalam neningkatkan efektivitas layanan administrasi di smp santu petrus pontianak. *Jurnal Pendidikan Dan Pembelajaran Khatulistiwa (JPPK)*, 5(2), 1–17.
- Sari, D. R., & Urcy, J. (2022). Management of madrasa heads in improving the quality of education. *AL-FIKRAH: Jurnal Manajemen Pendidikan*, 10(1), 138–145.
- Sudiana, A. (2018). Urgensi perencanaan dalam administrasi pendidikan islam. *Al-Mujaddid: Jurnal Ilmu-Ilmu Agama*, 1(1), 1–18.
- Sulistiyorini. (2021). *Manajemen kepemimpinan kepala sekolah dalam pengembangan sekolah dasar*. Inara Publisher.
- Suryani, K. (2023). Kepala sekolah/madrasa sebagai administrator dalam manajemen pengajaran bahasa arab di tingkat madrasa. *Dar El Ilmi: Jurnal Keagamaan, Pendidikan Dan Humaniora*, 10(1), 36–52.
- Syukur, T. A., Anhary, T. P., J, H. S., Rieuwpassa, Megan, G., & Limei, S. (2023). Factors influencing islamic education: government policy, principals and teachers. *Al-Fathonah: Jurnal Pendidikan Dan Keislaman*, 11(1), 130–140. <https://doi.org/https://doi.org/10.31958/jaf.v11i1.8697>
- Triansyah, F. A., Suwatno, Ahman, E., Nurhoiriyah, & Yusupov Komalidin Bakhtiyor Ugli. (2023). Focus of research on leadership in islamic education : bibliometric

- analysis. *AL-FIKRAH: Jurnal Manajemen Pendidikan*, 11(1), 155–173.  
<https://doi.org/https://doi.org/10.31958/jaf.v11i1.8731>
- Umiyati, H., Prasetyo, H., Puspitasari, I., Maemunah, Nurlaeli, A., Lesmi, K., Arifin, S., Herlina, E. S., Ahmad, D., Sijabat, D., Rini, P. P., Wismayanti, K. W. D., & Purnamaningsih, P. E. (2023). *Ilmu administrasi pendidikan*. Widina Bhakti Persada Bandung.
- Zafi, A. A., Maula, M., Tsuroyya, A., Sari, L. A. N., & Jauhari, A. (2024). Manajemen pembentukan budaya riset (research culture) pada siswa madrasa aliyah negeri 2 kodus. *PIWULANG: Jurnal Pendidikan Agama Islam*, 6(2), 232–245.
- Zulfahmi, Ritonga, A. A., Nasution, S. R., & Zaini, M. F. (2022). Tafsir tematik manajemen pendidikan islam: leadership dan administrasi pendidikan dalam perpektif al-qur'an. *EDUMASPUL: Jurnal Pendidikan*, 6(1), 274–283.
- 

**Copyright Holder :**

© Vanisha Amelia Riani.et.al (2024).

**First Publication Right :**

© AL-FIKRAH: Jurnal Manajemen Pendidikan

**This article is under:**

