

Supervision Strategy of the Madrasah Principal in Improving Teacher Performance and Welfare

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Abstract :

The improvement of national education quality is significantly influenced by the performance and welfare of educators, particularly within madrasah environments. This study aims to examine the leadership strategies of madrasah principals in enhancing teachers' performance and welfare at Madrasah Ibtidaiyah Pesantren Anak Sholeh Baitul Qur'an Gontor Ponorogo. The research employs a qualitative approach with data collection techniques including in-depth interviews, observation, and documentation, followed by inductive analysis. The findings reveal that the principal implements various efforts such as training, committee involvement, routine supervision, and collaboration with external institutions to improve teachers' competencies and motivation. Additionally, the principal actively formulates welfare policies, both material and non-material, to foster a conducive work environment. This adaptive and participative leadership strategy proves effective in improving teachers' performance and welfare, ultimately contributing to the enhancement of educational quality at the institution.

Keywords: *Leadership Strategy, Teacher Performance, Welfare, Madrasah, Supervision*

Abstrak :

Peningkatan kualitas pendidikan nasional sangat dipengaruhi oleh kinerja dan kesejahteraan tenaga pendidik, khususnya di lingkungan madrasah. Penelitian ini bertujuan untuk mengkaji strategi kepemimpinan kepala madrasah dalam meningkatkan kinerja dan kesejahteraan guru di Madrasah Ibtidaiyah Pesantren Anak Sholeh Baitul Qur'an Gontor Ponorogo. Metode yang digunakan adalah pendekatan kualitatif dengan teknik pengumpulan data melalui wawancara mendalam, observasi, dan dokumentasi, kemudian dianalisis secara induktif. Hasil penelitian menunjukkan bahwa kepala madrasah melakukan berbagai upaya seperti pelatihan, kepanitiaan, supervisi rutin, dan kerjasama dengan lembaga lain untuk meningkatkan kompetensi dan motivasi guru. Selain itu, kepala madrasah juga berperan aktif dalam menyusun kebijakan kesejahteraan, baik materi maupun nonmateri, guna menciptakan lingkungan kerja yang kondusif. Strategi kepemimpinan yang adaptif dan berbasis partisipatif ini terbukti efektif dalam meningkatkan kinerja dan kesejahteraan guru, dan berkontribusi terhadap peningkatan mutu pendidikan di lembaga tersebut.

Kata Kunci: *Strategi Kepemimpinan, Kinerja Guru, Kesejahteraan, Madrasah, Supervisi*

INTRODUCTION

Education phenomenon in Indonesia shows various challenges, especially in terms of human resources. According to Law No. 20 of 2003 and No. 14 of 2005, education aims to develop potential and shape a dignified character of the nation, making the improvement of human resource quality very important for national progress.¹ However, in reality, the quality of teachers still needs enhancement because they are the front line of the learning process, directly interacting with students. Teachers must possess adequate competence, integrity, and skills to create an effective learning process and achieve optimal results, including fostering a pleasant learning environment and motivating students.²

In addition to competence, teachers' welfare also has a significant effect on their performance. Teachers who are materially and spiritually prosperous tend to be more motivated and perform better. The principal of the madrasah plays an important role in managing and improving teachers' performance and welfare through effective leadership strategies. Moreover, the success of educational organizations heavily depends on the leadership style of the principal.³ Programs such as continuous training and efficient resource management can enhance teachers' motivation and professionalism.

The role of the madrasah principal as a manager and leader must be able to design strategic policies, manage finances and welfare programs, and create a conducive work environment. Supportive and transparent policies will increase teacher loyalty and enthusiasm, which will directly impact the quality of education. In the context of madrasah such as Madrasah Ibtidaiyah Pesantren Anak Sholeh Baitul Qur'an Gontor Ponorogo (hereinafter referred to as MI PAS Baitul Qur'an Gontor Ponorogo), success in improving teachers' performance and welfare largely depends on supervisory strategies and the leadership of the madrasah principal.

Overall, improving educator quality and their welfare is the main key in enhancing national education quality.⁴ With appropriate management and supervisory strategies, the madrasah principal can create a supportive environment, motivate teachers, and produce quality students, so that the

¹ Galuh Listiyanti, Ihwan Aziz Q, and Umar Alfaruq A. Hasyim, "The Role of Islamic Religious Education Teachers in Fostering Student Learning Discipline at SMK N 1 Pekalongan," *Assyfa Journal of Islamic Studies* 2, no. 1 (February 27, 2024): 11–18, <https://doi.org/10.61650/ajis.v2i1.512>.

² Badrudin Badrudin, A. Heris Hermawan, and Annisa Nopradhina Pangestika, "Pengaruh Manajemen Pembiayaan Terhadap Kesejahteraan Guru Di Madrasah," *Jurnal Inovatif Manajemen Pendidikan Islam* 1, no. 1 (January 25, 2022): 19–32, <https://doi.org/10.38073/jimpi.v1i1.499>.

³ Nurul Hapizatul Aini, Wita Purnama Sari, and Muhammad Muhammad, "Pengaruh Kepemimpinan Partisipatif Terhadap Keberhasilan Kepemimpinan Pendidikan Islam," *Jurnal Ilmiah Profesi Pendidikan* 10, no. 1 (February 28, 2025): 750–55, <https://doi.org/10.29303/jipp.v10i1.2977>.

⁴ Muhammad Isal Bastomi, "Pengembangan Karir Guru Sebagai Tenaga Pendidik Dalam Mewujudkan Kualitas Pendidikan," *Jurnal Pendidikan Islam Al-Affan* 5, no. 2 (March 31, 2025): 36–44, <https://doi.org/10.69775/jpia.v5i2.340>.

progress of educational institutions and Indonesia as a nation can be achieved sustainably.

Various studies have shown that strategies for improving teachers' performance and welfare are very important for enhancing the quality of education. Such as research by Kelana,⁵ Siregar,⁶ Erlinawati and Badrus,⁷ Kusnandi,⁸ Sudiana and Muslihini,⁹ and Karima et al.¹⁰ Unlike previous studies, this research specifically integrates supervisory strategies of the madrasah principal in improving both teachers' performance and welfare simultaneously, not only focusing on certain aspects such as training or financial management. This research also places the context of madrasah, especially MI Pesantren Anak Sholeh Baitul Qur'an Gontor Ponorogo, making the results more relevant and contextual. Furthermore, this study highlights the importance of developing transparent internal policies, as well as evaluation and training models that are sustainable and based on real needs in the field. This is regarded as an innovation because, so far, development programs for educators in many educational institutions have not been sufficiently systematic and sustainable, thus their results have not been optimal. With this new approach, it is hoped that supervisory management can become more adaptive, innovative, and capable of effectively responding to the current dynamics of education.

RESEARCH METHOD

The research method employed in this study is a qualitative approach with a case study design. This approach was chosen to gain an in-depth understanding of the supervisory strategies of the madrasah principal in improving teacher performance and welfare at MI Pesantren Anak Sholeh Baitul Qur'an Gontor Ponorogo.¹¹ Data collection techniques include in-depth interviews, participatory observation, and documentation. Interviews were

⁵ Edi Putra Kelana, "Kebijakan Program Peningkatan Kesejahteraan Guru Dalam Rangka Meningkatkan Mutu Pendidikan: Kebijakan Program Peningkatan Kesejahteraan Guru Dalam Rangka Meningkatkan Mutu Pendidikan," *VARIASI: Majalah Ilmiah Universitas Almuslim* 13, no. 1 (June 29, 2021), <https://doi.org/10.51179/vrs.v13i1.528>.

⁶ Nur Haizah Siregar, "Pengembangan Kualitas Pendidikan Di Indonesia Dilakukan Melalui Peningkatan Profesionalitas Guru," *Jurnal Penelitian, Pendidikan Dan Pengajaran: JPPP* 1, no. 1 (March 28, 2020): 38–48, <https://doi.org/10.30596/jppp.v1i1.4454>.

⁷ Tri Erlinawati and Badrus Badrus, "Manajemen Keuangan Sekolah Dalam Rangka Meningkatkan Mutu Pendidikan Islam Di SMAN1 Papar Kediri Tahun Pelajaran 2017/2018," *Intelektual: Jurnal Pendidikan Dan Studi Keislaman* 8, no. 3 (December 11, 2018): 413–28, <https://doi.org/10.33367/intelektual.v8i3.733>.

⁸ Kusnandi Kusnandi, "Konsep Dasar dan Strategi Penjaminan Mutu Pendidikan: Sebagai Review Kebijakan Mutu Pendidikan," *Indonesian Journal of Education Management & Administration Review* 1, no. 2 (February 26, 2018): 107–18.

⁹ Dian Sudiana and Heri Yusuf Muslihini, "Upaya Kepala Sekolah Untuk Meningkatkan Kesejahteraan Guru Honorer Melalui Kegiatan Pemberdayaan," *Jurnal Penelitian Pendidikan* 24, no. 2 (August 7, 2024): 191–202, <https://doi.org/10.17509/jpp.v24i2.73345>.

¹⁰ Zara Er Karima et al., "Kepemimpinan Kepala Sekolah Dalam Pengembangan Mutu Pendidikan Perspektif Islam," *IQRO: Journal of Islamic Education* 3, no. 1 (July 3, 2020): 15–30, <https://doi.org/10.24256/iqro.v3i1.1350>.

¹¹ Hardani Hardani et al., *Buku Metode Penelitian Kualitatif & Kuantitatif* (Yogyakarta: CV Pustaka Ilmu, 2020).

conducted to gather data on experiences, perceptions, and views from the principal, teachers, and management staff regarding supervisory strategies, obstacles, and steps taken. Observation was carried out to obtain a real picture of the supervisory process, the work environment, and interactions that occur in the field, thereby collecting data on the implementation of supervision and the conducive atmosphere that supports the improvement of performance and welfare. Additionally, documentation collection involved reports of activities, internal policies, attendance records, and relevant training programs as official sources related to human resource management measures within the institution. Data analysis was performed qualitatively using an inductive approach, where data were coded, organized, and grouped into categories related to supervisory strategies, performance enhancement, and teacher welfare. This analysis process was conducted repeatedly and systematically to identify patterns, relationships, and key findings, which were then analyzed to produce a comprehensive descriptive narrative regarding the strategies applied and their relevance in improving education quality at the madrasah.¹²

FINDINGS AND DISCUSSION

Teacher Performance at Madrasah Ibtidaiyah Pesantren Anak Sholeh Baitul Qur'an Gontor Ponorogo

The performance of teachers at MI PAS Baitul Qur'an Gontor Ponorogo plays a crucial role in determining the quality of education. Success in the teaching and learning process can be assessed through student outcomes, which directly depend on teachers' ability to effectively facilitate learning.¹³ As the frontline educators, teachers' interaction with students makes their performance pivotal in elevating the overall quality of education.¹⁴ Good teacher performance fosters successful learning, whereas poor performance hampers optimal results. Thus, the institution's achievement in reaching its goals is significantly influenced by the aspects teachers possess that support their performance.¹⁵

Based on interviews, it was emphasized that teachers' performance holds a vital role in improving education quality. Every party within the madrasah must understand the importance of teacher performance and their respective roles in enhancing it. The principal of the madrasah must be aware and capable

¹² John W. Creswell and J. David Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (SAGE Publications, 2022).

¹³ Moh Nurrohmah and Titik Haryati, "Peningkatan Mutu Pendidikan Melalui Penilaian Proses Belajar Mengajar," *Science and Education Journal (SICEDU)* 3, no. 1 (January 16, 2024): 11-18, <https://doi.org/10.31004/sicedu.v3i1.175>.

¹⁴ Ahmad Doni and Ade Dwi Putra Janata, "Systematic Literature Review: Dampak Sertifikasi Guru terhadap Kesejahteraan dan Pengembangan Profesional," *Vocational Education National Seminar (VENS)* 3, no. 1 (December 2, 2024), <https://jurnal.untirta.ac.id/index.php/VENS/article/view/30150>.

¹⁵ Usfandi Haryaka, "Strategi Kepemimpinan Kepala Sekolah Dalam Meningkatkan Kinerja Guru Di SMA Budi Luhur Kota Samarinda," *Jurnal Ilmu Manajemen Dan Pendidikan* 4, no. 1 (June 13, 2024): 61-72, <https://doi.org/10.30872/jimpian.v4i1.3350>.

of managing and developing each teacher's performance to realize the school's objectives. The vice principal of curriculum assists in managing teaching activities and collaborates with the principal to improve teachers' performance. Meanwhile, teachers need to recognize the importance of their performance for the madrasah's progress so that all activities can run smoothly and effectively.

Teacher performance encompasses all aspects teachers have in achieving the set goals. Good teacher competence supports better performance, which in turn helps the madrasah reach its mission. Therefore, continuous efforts are made to improve and enhance teachers' performance. The principal states that all parties must remain conscious and continually sharpen their abilities. Improving teacher performance is crucial because it ensures the smooth running of activities, both administratively and in the classroom. MI PAS Baitul Qur'an recognizes the importance of improving teacher performance to produce exemplary generations who uphold and practice Islamic principles in accordance with the madrasah's vision, mission, and objectives. Without good teacher performance, it would be difficult for the madrasah to realize its goals.

In line with this, the researcher observed banners placed on the walls of the staff office emphasizing the importance of improving teacher performance and the role of the principal. These banners serve as a constant reminder for teachers to remain aware of their responsibilities and duties. Various efforts have been undertaken by principal and madrasah leaders to boost teacher performance. For example, teachers are encouraged to participate in a range of activities, both internally within the madrasah and externally with the Ministry of Religious Affairs. Recently, there was a socialization about "Madrasah Juara," involving the curriculum, student affairs, and administrative staff. There was also a national seminar featuring the ideas of Dr. K.H. Abdullah Syukri Zarkasyi, Lc, M.A. Additionally, teachers involved in curriculum activities regularly participate in district-level Teachers Working Group (KKG) meetings every month.

Furthermore, the teachers at MI PAS Baitul Qur'an are also trained to be active in organizational activities. The madrasah provides various opportunities for teachers to develop organizational and leadership skills by engaging in different committees and events. These activities aim to improve teachers' performance beyond classroom teaching, as they also need to communicate, interact, and collaborate effectively with various stakeholders. Developing these broader competencies will ultimately enhance their overall performance, benefiting both their professional growth and the quality of education delivered at the madrasah.

The activeness of teachers is not only evident in classroom teaching but also in their involvement in organizational and committee activities. Since the

school is part of a foundation that oversees multiple institutions, teachers are trained to interact with colleagues across various units. Teachers participate in committees to learn teamwork and collaboration, which helps develop their potential and abilities as educators and instructors – skills that are also beneficial for classroom management. For example, when teachers hold leadership positions such as coordinator in organization committees, they manage and coordinate other members, similar to managing students in class. This experience encourages teachers who are often named as organizers to become more active in the classroom, as expressed by one teacher in the madrasah.

From this, it can be concluded that besides training, the principal of MI PAS Baitul Qur'an also seeks to improve teachers' quality through organizational involvement. These committees serve as platforms for teachers to develop their skills, learn teamwork, and interact with colleagues on the field, which eventually influences their personal development and teaching style in the classroom. Moreover, aside from implementing performance programs, the madrasah principal must also assess the success level of these activities. The purpose is to evaluate how effective these programs are in improving teachers' performance. The principal collaborates with the vice principal of curriculum to supervise and continuously monitor teachers' work to better understand their needs and deficiencies and to develop programs that are more effective and efficient.

The success of a teacher's performance can be measured based on specific criteria, such as how teachers execute their tasks. Teachers are considered to perform well if they complete and carry out their duties correctly and responsibly, and can account for their work through proposals and activity reports. From the data presented, it is clear that teacher performance at MI PAS Baitul Qur'an is not only judged from teaching ability in the classroom but also from teachers' active participation in organizational and committee roles. Supporting this, teachers' performance is very important for the advancement of education. Therefore, teacher performance in MI PAS Baitul Qur'an receives attention and support – internally through regular training, committee involvement, and creativity competitions, allowing teachers to sharpen their skills, creativity, and enthusiasm. Externally, teachers maintain a strong sense of kinship, frequently engaging in joint activities and committees, which foster good communication and interaction among colleagues, as well as positive relationships with the community and families.

The madrasah principal actively takes steps to improve teacher performance through various activities such as seminars, both internal and external, assigning tasks according to teachers' capabilities, and involving teachers in all committees aligned with their expertise. In the context of MI PAS

Baitul Qur'an, training is viewed as a means of self-development, enhancing quality, changing mindsets, and fostering creativity among teachers. Practically, this approach helps teachers become more confident and active in their teaching. Committee activities assist teachers in developing self-management and teamwork skills, which in turn help them manage their classes better.

Other efforts to enhance teacher performance include: 1) welcoming teachers' attendance positively; 2) assigning teaching tasks according to teachers' fields and competencies; 3) forming and implementing subject teacher groups (MGMP) as forums for discussion and problem-solving; 4) conducting supervision, administrative, and academic assessments to inform improvements and policymaking; 5) providing teacher coaching in administrative, academic, and career development aspects; 6) allowing teachers to participate in further training at school, district, provincial, or national levels; 7) rewarding outstanding teachers and applying disciplinary actions to underperformers; 8) giving additional tasks; and 9) creating a familial atmosphere through meetings held at members' homes. Most of these strategies have been implemented at MI PAS Baitul Qur'an, and the criteria for measuring teacher performance include the completeness of their responsibilities and the ability to demonstrate accountability, such as the successful management of activities from planning, proposal writing, implementation, evaluation, and final reporting.¹⁶

Steps to Improve Teacher Welfare at Madrasah Ibtidaiyah Pesantren Anak Sholeh Baitul Qur'an Gontor Ponorogo

Teachers as education personnel with the primary task of educating have a very big responsibility for the development of student learning.¹⁷ Teachers are required to organize the teaching and learning process starting from lesson planning, the material to be delivered, the techniques to be used, up to the evaluation and assessment of student learning outcomes. Of course, all of this is not easy for teachers. Moreover, the work as a teacher already takes up a significant amount of time. Almost all of teachers' time is spent on school or madrasah activities. Therefore, it is only fair that teachers receive adequate welfare as a reward for the responsibilities they bear.¹⁸

Teacher welfare is very necessary to support teachers' performance itself. This is because, by striving for teachers' welfare, the school or madrasah indirectly gives motivation to teachers to be more active and enthusiastic in

¹⁶ Muhammad Sirajuddin Al Haqiqy and M. Imamul Muttaqin, "Peran Kepemimpinan Dalam Meningkatkan Kinerja Tenaga Pendidik Di Sekolah Islam," *Jurnal Penelitian Multidisiplin Bangsa* 1, no. 7 (December 14, 2024): 712–24, <https://doi.org/10.59837/jpnmb.v1i7.137>.

¹⁷ Juwinner Dedy Kasingku and Mareike Seska Diana Lotulung, "Peran Guru Pendidikan Agama Kristen Dalam Membentuk Karakter Peserta Didik," *Jurnal Educatio FKIP UNMA* 10, no. 1 (March 31, 2024): 331–39, <https://doi.org/10.31949/educatio.v10i1.7839>.

¹⁸ Abdhillah Shafrianto, "Epistemologi Pendidik Dalam Pendidikan Islam," *Raudhah Proud To Be Professionals: Jurnal Tarbiyah Islamiyah* 9, no. 1 (April 8, 2024): 218–25, <https://doi.org/10.48094/raudhah.v9i1.652>.

improving their performance.¹⁹ Although teacher welfare is not the only indicator that can influence teacher performance, teacher welfare remains an important matter as a reward for the performance produced by teachers. Welfare here can be in the form of material or non-material. Based on several statements from interviews, it can be understood that teacher welfare at MI PAS Baitul Qur'an is always a priority for the madrasah. Besides being required to maximize their performance, teachers also deserve welfare so that they feel safe, comfortable, and serene in carrying out their duties and responsibilities. Every year, MI PAS Baitul Qur'an also strives to add and improve teachers' welfare, especially in terms of material welfare. And welfare at MI PAS Baitul Qur'an is more than just the amount of material given to teachers. Welfare for teachers is a sense of satisfaction within themselves after carrying out their duties and responsibilities. Even giving tasks or roles can be considered as part of welfare, especially when these roles are not easily obtainable by everyone. Here, training attended by teachers also not only aims to improve teacher performance but also equips teachers with better thinking patterns, which indirectly contributes to their overall welfare. Besides material welfare, the provision of tasks, roles, and training for each teacher, MI PAS Baitul Qur'an also supports teachers to further improve their personal quality through full support in participating in various competitions. This way, not only students are required to be enthusiastic in competitions, but teachers should also participate in various competitions to improve their abilities, creativity, and confidence.

In addition, organizing training and seminars, both internally and externally, is also a form of welfare for teachers. Although many activities are held at MI PAS Baitul Qur'an, both from the foundation and the madrasah itself, teachers remain aware that all these activities and training are opportunities for them to develop themselves further. The facts found in the field describe that one of the factors that influence teacher performance at MI PAS Baitul Qur'an is achieving a balance between what they obtain from their work and their needs in life. MI PAS Baitul Qur'an always strives to provide decent welfare for its teachers, both material and non-material. This is supported by the acknowledgment from several teachers there who admitted that the welfare provided by the madrasah, both material and non-material, was enough. Material welfare, as previously explained, includes acts of kindness ("ihsan"), rice, toiletries, and unexpected assistance at any time. Welfare is a complementary reward that can be in the form of material or non-material,

¹⁹ Anwar Fauzi and Muh.Hanif, "Upaya Kepala Sekolah Dalam Meningkatkan Kinerja Dan Profesional Guru Di Madrasah Aliyah Negeri Purbalingga," *Didaktik: Jurnal Ilmiah PGSD STKIP Subang* 10, no. 2 (June 30, 2024): 1455-78, <https://doi.org/10.36989/didaktik.v10i2.2980>; Asrulla Asrulla et al., "Tantangan Pemberdayaan Sumber Daya Manusia Di Madrasah Studi Kasus Madrasah Aliyah Plus Keterampilan Hasanah Pekanbaru," *Journal of Education Research* 5, no. 4 (November 8, 2024): 5336-53.

provided based on policies.²⁰ The construct of welfare can be measured by physical and spiritual dimensions.

In terms of material welfare, MI PAS Baitul Qur'an is considered to have met some of the above definitions. However, unlike outside institutions where material rewards are in the form of salary, at MI PAS Baitul Qur'an, this reward is called "*ihsan*." The "*ihsan*" is viewed as a blessing (*barakah*) from the madrasah for its teachers. What's special about "*ihsan*" is that because it has a spiritual concept, whatever teachers receive will feel sufficient. Meanwhile, in the form of non-material welfare, teachers at MI PAS Baitul Qur'an have the opportunity to develop themselves through training and committee involvement, the chance to gain roles and responsibilities, and the opportunity to advance their careers. Training is an activity to improve teachers' intellectual capacity, including knowledge, mastery, application, and development of science and technology, which will impact their competence and performance improvement.

Efforts of the Principal to Improve Teacher Performance and Welfare at Madrasah Ibtidaiyah Pesantren Anak Sholeh Baitul Qur'an Gontor Ponorogo

The principal is the central resource and the focal point of all activities that occur within the school.²¹ This is because educational leaders, or in this study, the madrasah head, serve as the key figure responsible for the institution they lead. In carrying out their duties and responsibilities, the madrasah head of MI PAS Baitul Qur'an utilizes a leadership strategy to facilitate effective management of the madrasah.²² To ensure the success of work programs for the upcoming year, the madrasah head regularly organizes work planning meetings. These meetings are used to develop comprehensive work plans, allocate budgets, and determine schedules for each department's activities. The goal is to ensure that all planned activities are properly scheduled to prevent conflicts or the risk of activities not being implemented.

Regarding implementation, the madrasah head emphasizes directing, training, assigning, habituating, and exemplifying good conduct ("*uswatun hasanah*"). This approach aims to provide teachers with opportunities to learn, grow, and always be ready both to lead and to follow. Field observations indicate that this system is well received by the teachers at MI PAS Baitul Qur'an. This is supported by interview data where most teachers expressed that the system

²⁰ Rizky Kurniawan, "Pengaruh Gaji Dan Tunjangan Terhadap Kesejahteraan Pegawai Melalui Kepuasan Kerja Sebagai Variabel Intervening (Studi Kasus Pada SMA Negeri 1 Tanjung Mutiara)," *Interdisciplinary Journal of Computer Science, Business Economics, and Education Studies* 2, no. 1 (May 5, 2025): 362–70.

²¹ Tia Pratiwi, Nasrul Syakur Chaniago, and Sayed Akhyar, "Kompetensi Manajerial Kepala Sekolah Dalam Mengembangkan Karakter Kreatif Pada Siswa Di SMA Swasta Mamiyai Al-Ittihadiyah," *Maximal Journal : Jurnal Ilmiah Bidang Sosial, Ekonomi, Budaya Dan Pendidikan* 1, no. 6 (August 26, 2024): 458–64.

²² Anjas Baik Putra, Inom Nasution, and Yahfizham Yahfizham, "Manajemen Kepala Sekolah Dalam Meningkatkan Kualitas Sumber Daya Manusia Di Sekolah Menengah Pertama Islam Terpadu Madani," *Jurnal EDUCATIO: Jurnal Pendidikan Indonesia* 10, no. 1 (July 28, 2024): 435–48, <https://doi.org/10.29210/1202424376>.

implemented by the madrasah head allows them to experience what it's like to be a team member and to serve as a coordinator for various activities.

From this, it can be concluded that the leadership system at MI PAS Baitul Qur'an is primarily oriented toward human resource management. Typically, new teachers are first given guidance, followed by training as a means of applying the previous instructions. Afterward, teachers are given opportunities to take on duties to begin their learning process. Over time, teachers become accustomed and capable, and eventually, they serve as role models ("uswatun hasanah") for their colleagues. Furthermore, the research found that activities at MI PAS Baitul Qur'an are well-planned, documented in proposals, evaluated, and accountable through activity reports. The supervision of teacher performance is carried out by the madrasah head, who conducts evaluations and provides direction twice a week, on Wednesdays and Saturdays, as well as daily coordination during morning prayers to align perceptions and improve performance.

Supporting this, studies by Putri and Andriyani,²³ as well as Zahro and Wildan,²⁴ highlight that supervision is performed by the principal who acts as a supervisor, capable of conducting various forms of oversight and control to boost teacher performance. It can be understood that the supervision conducted by the madrasah head is a strategic effort to enhance teachers' performance at MI PAS Baitul Qur'an. The madrasah head also endeavors to improve performance through collaboration with Baitul Qur'an Learning Center (LCBQ), facilitating training sessions that meet teachers' needs. Internal training activities include tahsin (Qur'anic pronunciation) for UMMI teachers, record management training, question-making training, parenting skills, and other programs held outside the madrasah. Additionally, to develop teachers' creativity, MI PAS Baitul Qur'an involves teachers in LOKER activities (teacher competitions or job fairs).

Besides improving teacher performance, the madrasah head has also formulated strategies to enhance teachers' welfare. The head collaborates with various institutions, both within and outside the foundation, to increase the welfare of the teachers. As part of its effort, MI PAS Baitul Qur'an has established partnerships with other institutions to support teachers' material and non-material welfare.

²³ Adelia Ananda Putri and Mira Andriyani, "Implementasi Supervisi Pendidikan Di MIS Sholihin Kecamatan Tanjung Morawa," *Ar-Raudah: Jurnal Pendidikan Dan Keagamaan* 2, no. 3 (December 12, 2024): 109–19, <https://doi.org/10.61891/ar-raudah.v2i3.370>.

²⁴ Hafizhah Zahro' R and Muhammad Wildan A, "Peran Kepemimpinan Kepala Sekolah Sebagai Motivator Dalam Peningkatan Kinerja Guru pada Sekolah Umum dan Madrasah: Peran Kepemimpinan Kepala Sekolah Sebagai Motivator Dalam Peningkatan Kinerja Guru pada Sekolah Umum dan Madrasah," *Ma'arif Journal of Education, Madrasah Innovation and Aswaja Studies* 3, no. 2 (December 7, 2024): 83–93, <https://doi.org/10.69966/mjemias.v3i2.320>.

CONCLUSION

Kinerja guru di MI PAS Baitul Qur'an tidak hanya dilihat dari kemampuan mereka dalam mengajar di kelas, tetapi juga dari keaktifan mereka dalam berorganisasi dan mengikuti berbagai kepanitiaan. Untuk meningkatkan kinerja guru, MI PAS Baitul Qur'an memberikan kesempatan kepada guru-guru untuk mengikuti berbagai pelatihan serta terlibat dalam kepanitiaan, dengan harapan pelatihan dan partisipasi tersebut dapat meningkatkan kompetensi mereka dan mendukung peningkatan kinerja. Sedangkan untuk meningkatkan kesejahteraan guru, MI PAS Baitul Qur'an menerapkan dua aspek utama, yaitu kesejahteraan materi dan nonmateri. Kesejahteraan materi diberikan agar guru mampu memenuhi kebutuhan hidup, khususnya dari segi ekonomi, sementara kesejahteraan nonmateri berupa upaya lembaga dalam memberikan pelatihan, kepanitiaan, perlombaan, dan membangun hubungan kekeluargaan yang erat di antara sesama guru dan tenaga kependidikan. Selanjutnya, peran kepala madrasah sebagai figur yang bertanggung jawab penuh terhadap pengelolaan lembaga sangat vital. Kepala madrasah berupaya meningkatkan kualitas pendidikan melalui penyusunan dan pelaksanaan strategi kepemimpinan yang berorientasi pada peningkatan kinerja dan kesejahteraan guru, sehingga tercipta lingkungan kerja yang kondusif dan mendukung pengembangan kompetensi serta motivasi tenaga pendidik.

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