

## THE HEAD MASTER LEADERSHIP MANAGEMENT IN IMPROVING TEACHER PERFORMANCE

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**Abstrak:** Penelitian ini bertujuan untuk memperoleh pemahaman mendalam mengenai manajemen kepemimpinan kepala sekolah di MA Darunnajah Trenggalek. Fokus utama penelitian adalah pemahaman strategi kepemimpinan berbasis Islam, pemberdayaan guru, dan daya tanggap terhadap dinamika pendidikan Islam kontemporer. Penelitian ini menggunakan metode penelitian kualitatif. Proses pengumpulan data dilakukan dengan wawancara mendalam, observasi partisipatif, dan analisis dokumen dengan melibatkan berbagai partisipan seperti kepala sekolah, guru, dan staf tata usaha. Hasil penelitian menunjukkan bahwa strategi kepemimpinan berbasis Islam memberikan dampak positif terhadap kinerja guru di MA Darunnajah Trenggalek. Pemberdayaan guru adalah kunci untuk meningkatkan motivasi dan komitmen mereka, sementara daya tanggap terhadap dinamika pendidikan Islam kontemporer ditemukan melalui pembaruan kurikulum dan kebijakan sekolah yang adaptif. Temuan ini berkontribusi pada pengembangan praktik kepemimpinan kepala sekolah di lingkungan pendidikan Islam. Implikasi praktisnya mencakup penguatan strategi kepemimpinan berbasis Islam, peningkatan pemberdayaan guru, dan pengembangan kebijakan sekolah yang responsif. Rekomendasinya antara lain mengembangkan program pelatihan kepemimpinan, menyelaraskan kebijakan dengan nilai-nilai Islam, dan meningkatkan kolaborasi dengan pihak eksternal. Dengan demikian, penelitian ini memberikan pandangan mendalam tentang manajemen kepemimpinan di MA Darunnajah Trenggalek, memberikan landasan untuk mengembangkan kebijakan dan praktik yang lebih efektif dalam mencapai tujuan pendidikan Islam di lembaga tersebut.

Kata Kunci: Kepemimpinan, Kebijakan, Pendidikan Islam, Kinerja Guru

**Abstract:** This research aims to gain an in-depth understanding of the leadership management of head master at MA Darunnajah Trenggalek. The main focus of the research is understanding Islamic-based leadership strategies, teacher empowerment, and responsiveness to the dynamics of contemporary Islamic education. This study used qualitative research methods. The data collection process involves in-depth interviews, participant observation, and document analysis, involving various participants, such as head master, teachers, and administrative staff. The research results show that Islamic-based leadership strategies have a positive impact on teacher performance at MA Darunnajah Trenggalek. Empowering teachers is the key to increasing their motivation and commitment, while responsiveness to the dynamics of contemporary Islamic education is found through curriculum updates and adaptive school policies. These findings contribute to the development of head master leadership practices in Islamic education environments. Practical implications include strengthening Islamic-based leadership strategies, increasing teacher empowerment, and developing responsive school policies. Recommendations include developing leadership training programs, aligning policies with Islamic values, and increasing collaboration with external parties. Thus, this research provides an in-depth view of leadership management at MA Darunnajah Trenggalek, providing a basis for developing policies and practices that are more effective in achieving the goals of Islamic education at the institution.

**Keywords:** Leadership, Policy, Islamic Education, Teacher Performance

## **Introduction**

Head master have a strategic role in shaping school culture, managing resources, and providing effective direction to their educational staff (Yunus et al., 2021). An effective school requires strong and intelligent leadership from the principal. MA Darunnajah Trenggalek as an Islamic educational institution has its own challenges and dynamics in carrying out its duties. In this context, the school principal's leadership management is a crucial factor that can influence the quality of education in the school (Munawar et al., 2020).

The principal plays a role as the main leader in creating a conducive learning environment and improving teacher performance (Pujianto et al., 2020). An in-depth understanding of aspects of school leadership in the MA Darunnajah Trenggalek environment will help in formulating more effective strategies. The importance of school leadership is the main foundation in understanding the dynamics of success of an educational institution (Purwanti, 2013), especially at MA Darunnajah Trenggalek. As the main leader, the head master has a central role in establishing a conducive and productive learning environment (Manora, 2019). The ability to understand in depth the key aspects of school leadership (Sholeh, 2023a), especially in the context of the MA Darunnajah Trenggalek environment, is an important basis for developing more effective strategies.

With strong leadership, head master can provide clear direction and support the development of teacher performance (Purwanti, 2013). A deep understanding of the specific needs and dynamics at MA Darunnajah Trenggalek enables the development of appropriate and relevant strategies. Thus, this research will provide a significant contribution in formulating appropriate leadership strategies, focusing on developing an inspiring learning environment and encouraging increased teacher performance (Gunawan, 2015). Through this in-depth understanding, it is hoped that the school can achieve a higher level of educational excellence at MA Darunnajah Trenggalek.

Teacher performance has a direct impact on the quality of education (Muspawi, 2021). Therefore, understanding the factors that can improve teacher performance, such as the leadership of the head master (Alhabsyi et al., 2022), is very important to advance the quality of education at MA Darunnajah Trenggalek. The role of teachers in the education system is the main key in determining the quality of learning and student achievement at MA Darunnajah Trenggalek (Riyani, 2012). Teacher performance not only reflects students' learning experiences, but also has a direct impact on the overall quality of education (Nurafni et al., 2022). Therefore, an in-depth understanding of the factors that can improve teacher performance is a must, and among these factors, the leadership of the head master has a very significant role (Darmawan, 2019).

Effective leadership from head master can provide support, guidance and motivation to teachers (Joan et al., 2022). A deep understanding of the needs and expectations of teachers at MA Darunnajah Trenggalek is the key to designing strategies that can improve their performance (Hafidulloh et al., 2021). By understanding that school leadership acts as an influence that drives improvements in the quality of teaching, it is hoped that this research can provide concrete insight into how to optimally utilize the role of the head master in supporting teacher performance (Sampurno & Wibowo, 2017). In this way, the quality of education at MA Darunnajah Trenggalek can continue to improve in accordance with the demands of educational development and community needs (Sulaeman, 2022).

MA Darunnajah Trenggalek as an Islamic educational institution has unique characteristics that require appropriate leadership strategies. This research can provide special insight into the implementation of leadership management in the Islamic education environment. Islamic education at MA Darunnajah Trenggalek creates special challenges and opportunities that need to be recognized and addressed with appropriate leadership strategies (Muhammad, A. R, 2018). As an Islamic educational institution (Suryadinata, E, 2020), MA Darunnajah has unique characteristics which include Islamic values, culture and traditions of Islamic education. Therefore, principals need to deeply understand this particular context to develop appropriate and effective leadership strategies.

This research is expected to provide special insight into the implementation of leadership management in the Islamic education environment, especially at MA Darunnajah Trenggalek. Through a deeper understanding of the dynamics and uniqueness of Islamic education, it is hoped that the results of this research can make a significant contribution in formulating leadership strategies that accommodate Islamic values, respect Islamic educational traditions, and effectively motivate educational staff and students. The demand to improve the quality of education is the main focus in developing leadership strategies at MA Darunnajah Trenggalek. This research was initiated with the main aim of providing recommendations and findings that can become the basis for developing more effective leadership policies or practices. Facing dynamic demands in the world of education, head master need to have a comprehensive view regarding the factors that can improve the quality of education at MA Darunnajah Trenggalek.

Through this research, it is hoped that solutions can be found that can be implemented to meet higher education quality standards. The recommendations provided can cover various aspects, such as increasing teacher competency, optimizing the use of resources, and implementing innovative learning methods according to the context of Islamic education. It is also hoped that the research findings will provide a better understanding of the unique needs and dynamics of MA Darunnajah Trenggalek, so that the leadership policies implemented can have a positive impact on the quality of education. By understanding this context and needs, this research can make a significant contribution to the development of principal leadership practices that can improve teacher performance and, in turn, the quality of education at MA Darunnajah Trenggalek.

## **Method**

This research applies a qualitative research design to gain an in-depth understanding of the leadership management of head master at MA Darunnajah Trenggalek. A qualitative design was chosen because it provides the opportunity to explore the complexity of the Islamic education context and explore the views and experiences of the main actors in that environment (Sugiyono, 2019). Qualitative research methods allow researchers to gain rich and contextual insights into principals' leadership practices. This approach allows researchers to explore in depth aspects such as Islamic values in management, interpersonal interactions, and the impact of school policies on teacher performance. The design steps of this research include selecting representative participants from various levels and functions at MA Darunnajah Trenggalek, such as head master, teachers and administrative staff. Data collection was carried out through in-depth interviews, participatory observation, and analysis of documents related to school management and Islamic policies (Helaudin & Wijaya, 2019). Data analysis was carried out using an inductive approach, where findings emerging from interviews and observations were identified and categorized. This research also pays attention to the accuracy and validity of the data by involving several researchers to evaluate the consistency and interpretation of the findings. Analysis This data analysis model consists of data collection, data reduction, data presentation, and drawing conclusions (Miles M. B. A., Huberman M., Saldaña J., 2014)

## **Findings and Discussion**

### **Teacher Motivation**

In terms of teacher motivation, research findings show that the leadership of the principal at MA Darunnajah Trenggalek has a significant impact on the level of teacher motivation. Data analysis and in-depth interviews with teachers revealed several aspects that show a close relationship between leadership and motivation, as follows: Support and Recognition: Findings show that teachers who feel supported and recognized by their principal tend to have higher levels of motivation. This support includes recognizing their contributions, providing positive feedback, and fair assessment of their performance. Therefore, leadership strategies that pay special attention to providing support and recognition can increase teacher motivation (Permatasari, 2022).

Guidance and Professional Development: Effective leadership is evident in the principal's efforts to provide guidance and professional development to teachers. Research findings show that teachers who feel they receive clear direction, relevant training, and career development opportunities tend to be more motivated. Therefore, developing good training and coaching programs can be a key strategy in increasing teacher motivation. Participation in Decision Making: Teacher involvement in decision making regarding school policies also emerged as a motivating factor. Teachers who feel they have an active role in determining school direction and policies tend to be more motivated to contribute positively. Therefore, leadership strategies that encourage teacher participation in the decision-making process can increase motivation (Iba et al., 2021)

Firmness and Consistency: Research findings highlight that leadership that is firm and consistent creates an environment that can increase teacher motivation. Teachers need clear direction and consistency in implementing school policies. Therefore, head master need to build strong authority while still paying attention to fairness and consistency in school management. In this case, it confirms that teacher motivation is not only influenced by intrinsic factors, but is also closely related to the leadership strategies implemented by the head master (Manik & Bustomi, 2011). Therefore, in order to increase teacher motivation at MA Darunnajah Trenggalek, a holistic leadership approach is needed and focuses on the needs and expectations of teachers in the Islamic education environment.

### **Teacher Commitment**

Research findings regarding teacher commitment at MA Darunnajah Trenggalek which is influenced by the leadership of the school principal. In-depth analysis of interview and survey data shows several key aspects that influence the level of teacher commitment in the context of this Islamic educational institution.

The success of the principal's leadership in creating an environment that promotes teacher commitment can be seen from the level of fairness and equality in treatment. Teachers who feel they are treated fairly and equally, without uncertainty or discrimination, tend to have a higher level of commitment to the school's vision and mission. This reflects that fair attitudes and equality in leadership play an important role in forming staff loyalty and commitment to the institution.

Teacher empowerment policies and programs implemented by head master prove their significance in building teacher commitment. Teachers who feel empowered, have clear responsibilities, and are given opportunities to develop tend to be more connected to the school's goals and values. This empowerment can include decision-making responsibility, ongoing training, and participation in school initiatives. Research findings highlight that effective communication from head master can increase teacher commitment (Husnah & Harapan, 2021). Teachers who feel connected to the school's vision and goals, and receive clear and open information from the principal, are more likely to show strong commitment. Therefore, transparent leadership and good communication can be the key to building emotional bonds and deep commitment from teachers.

Approach that takes Islamic values into account in managing conflict also plays a key role in forming teacher commitment. Head master who are able to manage conflict with an approach that is in accordance with Islamic teachings, such as deliberation and justice, can create an environment that supports and increases teacher commitment (Saudagar & Pradana, 2020). Thus, it can be concluded that the commitment of teachers at MA Darunnajah Trenggalek is influenced by various factors including justice, empowerment, communication, and a leadership approach that is in accordance with Islamic values. Head master have a crucial role in establishing and maintaining this level of commitment, which in turn can make a positive contribution to the quality of education in these institutions.

### **Teacher Work Results**

research findings related to the work of teachers at MA Darunnajah Trenggalek which is influenced by the leadership of the school principal. In-depth analysis of the data and interviews revealed several main aspects that influence the quality of teachers' work in this Islamic education environment. The leadership of the head master has a crucial role in providing clear direction regarding the goals and expected performance standards. Teachers who better understand the principal's expectations for student achievement and the quality of teaching tend to produce better performance (Sari et al., 2022). Therefore, effective communication and clear management of expectations from the principal can provide a strong foundation for optimal teacher work outcomes.

Teacher professional development through training programs and workshops organized by head master proves its positive influence on teacher work results. Teachers who continue to improve their competence through continuous training tend to make a greater contribution to student achievement and improve the quality of learning. Therefore, head master need to continue to encourage and support teacher professional development as an integral part of education management strategies. Efficient allocation and management of resources by head master also plays an important role in teacher outcomes. Fulfilling teacher needs, both in terms of learning facilities and infrastructure and teaching materials, can increase comfort and effectiveness in the teaching process (Octavia & Savira, 2017). Therefore, head master need to have good resource management skills to support optimal teacher performance.

Leadership approaches that provide support, empower staff, and facilitate collaboration between teachers also emerged as factors influencing teacher outcomes. A solid work team and a sense of togetherness among teachers can create a positive learning environment and have an impact on improving the quality of education. The work output of teachers at MA Darunnajah Trenggalek, therefore, can be improved through effective leadership in providing clear direction, supporting professional development, managing resources efficiently, and encouraging collaboration between teachers. Therefore, the leadership of the head master plays a crucial role in shaping the quality of teacher work and, ultimately, improving student achievement in this institution.

### **Supporting and Inhibiting Factors**

Research findings related to supporting and inhibiting factors that influence the leadership management of head master in improving teacher performance at MA Darunnajah Trenggalek.

Supporting Factors : Research findings show several supporting factors that support the effectiveness of head master leadership: Principal Commitment: The principal's high commitment to the school's vision and mission is the main factor that supports teacher performance. This commitment creates a strong foundation for staff motivation and commitment, creating a positive learning environment. Teacher Participation in Decision Making: Another supporting factor is teacher participation in the decision making process. Teachers who feel they have a contribution in designing policies and managing school problems will be more motivated and actively involved in achieving common goals. Teacher Empowerment: Empowering teachers through regular training and professional

development supports improving the quality of teaching (Ikbal, 2018). Teachers who feel empowered have better self-confidence and skills, which are reflected in their performance. Open Communication: Open and transparent communication from the principal creates a climate where staff feel supported and connected to the school's vision. This provides space for the constructive exchange of ideas and feedback.

**Inhibiting Factors:** In addition to supporting factors, research findings also identify several inhibiting factors that can hinder the leadership management of head master : Unclear School Vision and Mission: Vagueness or inconsistency in conveying the school's vision and mission can create confusion among teachers. This can reduce their level of commitment and performance. Lack of Institutional Support: Disapproval or lack of support from institutional parties, such as the board of education or school committee, can be a barrier. Head master need to establish strong partnerships with related parties to support the implementation of policies and leadership strategies. Financial and Resource Challenges: Budget or resource limitations can be a barrier to implementing professional development programs or improving educational facilities. Head master need to have financial management skills to overcome these obstacles(Sholeh, 2023). Unbalanced Workload: Unbalanced workload or disproportionate additional tasks can hinder teacher performance (Jalil, 2020). Principals need to ensure that the distribution of tasks and responsibilities is fair to prevent burnout and decreased motivation. This highlights that human resources, effective communication, participation, and institutional support are supporting factors, while unclear vision, institutional disagreement, financial challenges, and unbalanced workload are inhibiting factors in the principal's leadership management at MA Darunnajah Trenggalek. An in-depth understanding of these factors can help policy makers to design more effective strategies in improving teacher performance and achieving educational goals.

### **Comparison with Related Leadership Models**

The research results were compared with several related leadership models in the context of Islamic education, providing additional insight into the success or uniqueness of the principal's leadership management at MA Darunnajah Trenggalek. The results of this research match the transformational leadership model. Transformational leadership involves the principal's positive influence on teachers and staff, creating a motivating vision, and improving performance through inspiration and encouragement. The findings show that the principal at MA Darunnajah Trenggalek who is able to provide clear direction, empower teachers, and build open communication reflects the characteristics of transformational leadership.

Islamic-based leadership models can also be compared with the findings of this research. Leadership that includes Islamic values, such as justice, responsibility and integrity, can be the basis for achieving the goals of Islamic education at MA Darunnajah Trenggalek. Head master who apply Islamic values in conflict management and decision making create an environment that is in accordance with Islamic principles. the concept of distributive or participative leadership also emerged in the research findings. Teacher participation in decision making and their empowerment through professional development reflects a leadership approach that combines contributions from various stakeholders in decision making and policy implementation (Octavia & Savira, 2017).

The results of this research also show some uniqueness in the context of MA Darunnajah Trenggalek, where factors such as institutional disapproval and financial challenges can be obstacles that may not be fully covered in other leadership models. As such, this provides a comprehensive understanding of the suitability of the research findings with existing leadership models, while also identifying uniqueness and challenges that may be specific to the context of Islamic education at MA Darunnajah Trenggalek. This provides the basis for the development of more contextual and effective leadership strategies in the future.

### **Suitability of Leadership Strategy to the Islamic Education Context**

These results explore the extent to which the leadership strategies implemented by the principal at MA Darunnajah Trenggalek are in accordance with the context of Islamic education. The research findings provide in-depth insight into the suitability of leadership strategies to the values, traditions, and challenges that may be unique to the Islamic educational environment. Leadership that is transformative and includes Islamic values strengthens conformity with the context of Islamic education at MA Darunnajah Trenggalek. Head master who are able to inspire and empower staff by integrating Islamic values, such as justice, compassion and integrity, can create a learning environment that is in accordance with Islamic principles (Kurniaty, 2020). The suitability of leadership strategies with Islamic education is also reflected in the way head master manage conflict. An approach that emphasizes deliberation, justice and Islamic values in resolving conflicts can strengthen the atmosphere of harmony and unity in educational institutions (Thoyib, 2005). Furthermore, the use of language and communication by head master that reflects Islamic values strengthens conformity with the Islamic educational context. The use of sentences and expressions based on Islamic values can create emotional and deep resonance among staff, strengthening their commitment to the goals of Islamic education.

The results of this research also underscore the challenges in appropriateness of leadership strategies, especially in the context of school policies and resources. Unclearness of the school's vision and mission, as well as financial challenges, can be obstacles that need to be overcome to ensure the suitability of leadership strategies to the unique context of Islamic education. Thus, this sub-chapter illustrates how important it is to match leadership strategies with the values and context of Islamic education at MA Darunnajah Trenggalek. A deep understanding of this suitability opens the door to the development of leadership strategies that are more effective, responsive, and relevant to the goals and values of Islamic education in the future

### **Integrity and Adherence to Islamic Principles**

Integrity and adherence to Islamic principles play a key role in the principal's leadership strategy at MA Darunnajah Trenggalek. The research findings underscore the importance of integrity and conformity with Islamic values in building and maintaining leadership credibility. Integrity, as a fundamental element in leadership, is reflected in the consistency between recognized values and the actions taken by the school principal (Efendi et al., 2023). Principals who demonstrate conformity to Islamic values in every aspect of their school management, from policies to daily interactions, can build staff trust and adherence to Islamic principles.

Adherence to Islamic principles involves implementing and respecting Islamic teachings in decision making, conflict management, and daily interactions. The research results show that head master who adhere to Islamic principles in carrying out their duties can create a work climate that is harmonious and in accordance with Islamic values. Integrity and adherence to Islamic principles also play a role in guiding head master ' policies and actions in facing challenges (Ikbal, 2018). In situations of conflict or disagreement, the integrity of the head master becomes the basis for making decisions that are fair and in accordance with Islamic values, which can minimize tension and strengthen unity within the school environment.

In the context of MA Darunnajah Trenggalek, integrity and adherence to Islamic principles are an inseparable foundation for the principal's leadership strategy. This alignment creates a strong foundation for achieving the vision of Islamic education at this institution, providing an example for staff and students to understand and internalize Islamic values in their daily lives. Therefore, integrity and adherence to Islamic principles are not only characteristics of leadership, but also critical elements in shaping the culture and identity of Islamic education at MA Darunnajah Trenggalek.

### **Conflict Management with an Islamic Approach**

The results of the research explain how the principal at MA Darunnajah Trenggalek manages conflict with an Islamic approach, as well as the extent to which this approach is appropriate to the context of Islamic education. Research findings highlight leadership strategies that prioritize deliberation, justice and Islamic values in handling conflict. The Islamic approach to conflict management emphasizes deliberation and dialogue as a means of reaching agreement. The principal at MA Darunnajah Trenggalek applies the principles of deliberation in managing conflicts between staff or with other parties. This approach creates a climate where all parties feel involved in the decision-making process, which is in accordance with participatory values in Islam. Justice is the main element in managing conflict with an Islamic approach. The head master ensures that conflict resolution is based on the principles of justice, in accordance with Islamic values which encourage fair treatment of all parties. This creates trust and fairness among staff, which can reduce the potential for greater conflict.

The Islamic approach also includes aspects of *ma'ruf* and *munkar*, namely encouraging what is good and rejecting what is bad. The head master acts as a leader who provides moral guidance and ensures that conflict resolution does not involve actions that are contrary to Islamic teachings. This creates an environment that supports the development of character and morality among staff and students. Research findings also note that conflict management using an Islamic approach is not always without obstacles. Challenges may arise when Islamic principles conflict with policies or norms that may apply outside the Islamic educational environment. Therefore, head master need to have clear policies and procedures in handling conflict to ensure conformity with school norms and Islamic principles. Thus, the Islamic approach in managing conflict at MA Darunnajah Trenggalek plays an important role in forming a school culture that is in accordance with Islamic values. Although faced with several challenges, this approach provides a solid foundation for achieving harmony and peace in the Islamic education environment at MA Darunnajah Trenggalek.

### **Staff Empowerment with an Islamic Approach**

The results of this research show how the principal at MA Darunnajah Trenggalek implements staff empowerment with an Islamic approach in leadership management. The research findings highlight leadership strategies that place emphasis on empowering staff through Islamic values. Staff empowerment is carried out through professional development based on Islamic values.

The principal ensures that the training and workshops held not only improve the technical skills of staff, but also provide a deeper understanding of how to apply Islamic values in teaching and interactions with students.

Staff participation in decision making is integrated as part of empowerment. The principal creates space for deliberation and dialogue, ensuring that staff feel they have an active contribution to designing school policies and strategies. This approach reflects participatory principles in Islam, where the involvement and participation of the community is a valued value (Murtafiah, 2022). The Islamic approach to staff empowerment includes giving greater responsibility to staff who demonstrate competence and dedication. The principal ensures that staff have clear roles and responsibilities that match their talents and skills. This creates a fair work environment and motivates staff to provide maximum contribution (Usman, 2018).

The research findings also acknowledge that empowering staff with an Islamic approach may encounter several obstacles, such as resistance to change or lack of clarity in the assignment of responsibilities. Therefore, head master need to have an effective communication strategy and ensure that staff empowerment is well integrated into the organizational culture. Thus, empowering staff with an Islamic approach at MA Darunnajah Trenggalek is not only about providing skills, but also creating an environment that supports the personal and professional development of staff in accordance with Islamic values. This approach not only creates a balance between autonomy and responsibility, but also strengthens the bond between staff and the institution's vision of Islamic education.

#### **Policy Consistency with Islamic Education Principles**

These findings examine the extent to which the policies implemented by the principal at MA Darunnajah Trenggalek are consistent with the principles of Islamic education. The research findings provide insight into how head master ensure the conformity of school policies with the values and principles of Islamic education. The findings show that the principal at MA Darunnajah Trenggalek consistently accommodates Islamic principles in formulating school policies. These policies not only pay attention to technical or administrative aspects, but also consider their impact on the formation of students' character and morals in accordance with Islamic teachings.

In making decisions or designing policies, head master ensure that aspects such as justice, responsibility and blessing are considered in depth (Patanggu, 2021). This consistency reflects efforts to create a learning environment that is in accordance with Islamic values, where every policy has moral and ethical goals related to Islamic teachings. research findings highlight the prudence of head master in ensuring school policies do not conflict with Islamic principles or religious norms adhered to by students and staff (Tamam, 2017). This includes policy adjustments that may be necessary to maintain consistency with Islamic values, while understanding and respecting the diversity of the Islamic educational community.

The challenge that may be faced is the incompatibility between Islamic principles and regulations or norms that apply at the national or regional level. Therefore, principals need to consider strategies to manage potential tensions between school policies and external demands. Thus, this emphasizes the importance of policy consistency with the principles of Islamic education at MA Darunnajah Trenggalek. This alignment not only creates a framework for meaningful education, but also strengthens Islamic identity and values within the school's organizational culture.

#### **Responsive to the Dynamics of Contemporary Islamic Education**

The research findings discuss the responsiveness of the leadership of the head master at MA Darunnajah Trenggalek to the dynamics of contemporary Islamic education. The research findings highlight how head master respond to changes and challenges that arise in the context of modern Islamic education. The principal at MA Darunnajah Trenggalek shows active involvement in updating the curriculum and teaching methodology in accordance with the latest developments in Islamic education. This update includes the integration of technology in learning, the development of relevant teaching materials, and improving teacher skills in facing changing times.

Responsiveness to the dynamics of contemporary Islamic education is also reflected in the school principal's approach to developing social and cultural issues. The head master ensures that the education provided at MA Darunnajah Trenggalek is not only relevant to the demands of science and technology, but also includes social and cultural aspects that can prepare students to live in a developing society (Parhan et al., 2022). Leadership policies reflect responsiveness to global issues affecting Islamic education. This includes increasing awareness of global challenges, such as climate change, social conflict, and humanitarian issues, and how Islamic education can contribute to finding solutions or providing ethical understanding of these issues (Hamdi et al., 2023).

However, this responsiveness is not always without obstacles. In the context of school policy, there are obstacles related to changes in regulations or norms that may not be in line with Islamic values. Therefore, head master need to ensure that responsiveness to the dynamics of contemporary Islamic education is carefully integrated with the underlying Islamic principles.

Thus, these findings emphasize the importance of responsive leadership in facing the changes and dynamics of contemporary Islamic education. The principal at MA Darunnajah Trenggalek plays an important role in ensuring that this educational institution remains relevant and able to provide quality education in facing the challenges of the times

## Conclusions

This research highlights the crucial role of head master leadership in improving the quality of education at MA Darunnajah Trenggalek. Based on the findings and analysis that have been presented, several conclusions can be drawn as a guide for developing and improving leadership management in this Islamic educational institution. First, the findings show that leadership strategies based on Islamic values have a positive impact on teacher motivation, commitment and work results. Strengthening this strategy needs to be the main focus in developing the leadership of head master at MA Darunnajah Trenggalek. Second, the importance of teacher empowerment as the main key in improving performance. Therefore, there needs to be concrete efforts to provide responsibility, training and support to teachers so that they can play a more active role in achieving the goals of Islamic education at MA Darunnajah Trenggalek. Third, aligning policies with Islamic values is a strategic step. Evaluation and adjustment of policies that are more consistent with the principles of Islamic education will create a learning environment that is more appropriate and supports the school's mission. Fourth, increasing collaboration with external parties who have expertise in Islamic education can provide additional value and resources for MA Darunnajah Trenggalek. This kind of collaboration can enrich educational experiences and improve the quality of learning. Fifth, expanding the monitoring and evaluation mechanism for teacher performance to include aspects of Islamic values is the key to ensuring that teaching and learning at MA Darunnajah Trenggalek is in accordance with the mission of Islamic education. Finally, developing a sustainable leadership model that is responsive to changes and dynamics in Islamic education is a strategic step. Head master need to have the capacity to adapt and lead effectively in facing future challenges. Overall, this conclusion emphasizes that the leadership development of head master at MA Darunnajah Trenggalek must be holistic, focused on Islamic values, and responsive to developments in contemporary Islamic education. By implementing the recommendations and suggestions submitted, it is hoped that MA Darunnajah Trenggalek can continue to move towards improving the quality of education to be better and more sustainable.

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