

## Strategic Leadership in the Management of Integrated Madrasah with Daytime Learning Systems

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### ABSTRACT

*This study aims to analyze the implementation of Islamic education management and the leadership strategies of the madrasah principal in managing the daytime learning system under conditions of limited facilities and infrastructure at MTs Annur in Sorong City. This is a qualitative study using a case study design involving 19 informants, consisting of the madrasah principal, vice principal, teachers, administrative staff, and students selected through purposive sampling. Data were collected through participatory observation, in-depth interviews, and documentation, then analyzed interactively through the stages of data reduction, data presentation, and drawing conclusions. The results indicate that management functions including planning, organizing, executing, and supervising are carried out adaptively and contextually in response to space constraints through the implementation of the daytime learning system. Furthermore, the madrasah principal's leadership strategies, which are oriented toward exemplary conduct, service, and participation, contribute to fostering a work culture that is disciplined, communicative, and collaborative. The integration of management functions with the values of servant leadership has proven to support the effectiveness of learning as well as organizational sustainability. This study recommends strengthening adaptive leadership and developing a service-based management model in the administration of madrasah facing resource constraints.*

### ARTICLE HISTORY

Received 19 April 2026

Accepted 28 April 2026

### KEYWORDS

*Islamic education management, servant leadership, integrated madrasah, daytime learning, educational leadership.*

## INTRODUCTION

Education is the primary instrument for the holistic development of human potential, encompassing intellectual, moral, and spiritual aspects. In the context of Islamic education, educational management is not only focused on the transfer of knowledge but also on character building and the internalization of Islamic values in students (Ifrohan & Rohman, 2025). The effectiveness of educational management is a crucial factor in maintaining the quality of learning, which emphasizes not only cognitive aspects but also the development of a personality grounded in Islamic values (Aulia & Yuliyanti, 2024). However, in practice, the management of Islamic education still faces various challenges, particularly those related to limited facilities and infrastructure that hinder the optimization of the learning process (Lestari et al., 2025).

In an effort to address these challenges, various innovations in educational management have been developed, one of which is through the implementation of the integrated madrasah model. This model integrates several levels of education from Raudhatul Athfal (RA), Madrasah Ibtidaiyah (MI), Madrasah Tsanawiyah (MTs), to Madrasah Aliyah (MA) under a single foundation with management that is synergistically coordinated (ANTARA, 2024). This concept enables the optimization of human resources, facilities, and infrastructure in a more efficient manner in

accordance with the principles of educational governance (PP No. 55 Tahun 2007). However, in its implementation, the integrated madrasah often faces practical challenges, particularly limitations in facilities and learning spaces that impact the organization of learning activities. This situation requires madrasah principals to possess adaptive managerial and leadership skills to ensure that the entire educational process continues to run effectively (Halima et al., 2025).

This phenomenon has drawn the attention of various researchers who highlight the importance of educational leadership and management in enhancing the effectiveness of educational institutions. Several studies indicate that the leadership of madrasah principals plays a significant role in improving teacher performance, work motivation, and the quality of learning through the implementation of appropriate managerial strategies (Sudarman et al., 2025). Selain itu, integrasi nilai-nilai spiritual dalam praktik manajemen modern juga dipandang sebagai faktor penting dalam meningkatkan kualitas pendidikan Islam (Hartinah & Rofahima, 2024). Most of these studies have focused on educational institutions operating under relatively ideal conditions with adequate resource support; consequently, they have not extensively examined the dynamics of management and leadership within the context of real-world resource constraints.

These constraints are empirically reflected in the delivery of education at Madrasah Tsanawiyah (MTs) Annur in Sorong City, a private integrated madrasah under the Ministry of Religious Affairs that implements a daytime learning system in response to limited classroom space. Classrooms are shared on a rotating basis with the MI and elementary school levels within the same madrasah complex, necessitating a flexible and well-planned schedule. The principal explained that the shortage of classrooms requires scheduling MTs classes during the day so that all levels can continue to operate without disrupting the learning process. All teaching and learning activities are conducted from 1:00 PM to 5:30 PM WIT, with time allocated proportionally to ensure all subjects are effectively covered. This situation demands effective time management, intensive coordination among educators, and clear task distribution (KM). In this context, school principals are required to implement adaptive managerial strategies and leadership styles, not only to ensure the continuity of the learning process but also to ensure that management practices remain aligned with Islamic values, which form the foundation of education (Efendi & Sholeh, 2023).

In the face of such complexity, a leadership approach that focuses not only on structure and control but also on service and empowerment is becoming increasingly relevant. One approach that can address these needs is servant leadership, which emphasizes the leader's role as a servant capable of building collaborative relationships, increasing participation, and fostering the development of organizational members' potential (Freeman, 2011; Setiawan, 2022). However, studies integrating management functions with the servant leadership approach within the context of resource constraints and unconventional learning systems remain relatively limited.

Based on the above, there remains a gap in research that thoroughly examines the integration of management functions with contemporary leadership approaches, particularly servant leadership, within the context of resource constraints and unconventional learning systems. Therefore, this study aims to analyze the implementation of Islamic educational management as well as the leadership strategies of madrasah principals in managing the daytime learning system. Specifically, this study examines how management functions are carried out, how servant leadership values are internalized in leadership practices, and how these two aspects contribute to maintaining the effectiveness of learning in integrated madrasah.

## RESEARCH METHODOLOGY

This study employs a qualitative approach using a case study design, as its focus is to conduct an in-depth examination of Islamic education management strategies and the leadership of the madrasah principal in addressing resource constraints through the implementation of a daytime learning system at MTs Annur in Sorong City. A case study was chosen because it is suitable for tracing the dynamics of educational organizations and leadership practices in a real-world context, taking into account the perspectives of various stakeholders (Creswell & Poth, 2023).

The research was conducted at MTs Annur in Sorong City, a private integrated madrasah operated by the Annur Foundation under the Ministry of Religious Affairs. The researcher acted as a moderate participant, actively involved in the observation process without interfering with the madrasah's natural dynamics. Research subjects were determined using purposive sampling based on their positions and the relevance of their roles to the research focus. Informants included the madrasah principal, the vice principal for curriculum, administrative staff, homeroom teachers, subject teachers, and students. The list and codes of informants are presented as follows.

**Table 1 Research Informant**

No	Position	Number	Informant Code
1.	Kepala Madrasah	1	KM
2.	Wakamd Bid. Kurikulum	1	WK
3.	Staf Operator	1	OP
4.	Wali Kelas	2	WL1-WL2
5.	Guru Mata Pelajaran	4	GR1-GR4
6.	Siswa (Kelas VII, VIII & IX)	10	SS1-SS10
Total		19 Informant	

Source: Researcher's Data, 2025

Data were collected through participant observation, semi-structured in-depth interviews, and documentation. Data validity was tested through triangulation of sources and methods (Miles & Huberman, 2020). Data analysis was conducted interactively through three stages: data reduction, data presentation, and drawing conclusions (Sugiyono, 2022). The analysis took place simultaneously with the data collection process to gain a deep understanding of the managerial strategies and leadership styles of madrasah principals in managing the daytime learning system in integrated madrasah.

## RESULTS AND DISCUSSION

### Results

The research findings indicate that the daytime learning system at MTs Annur in Sorong City is an adaptation to infrastructure limitations, particularly regarding classroom space. Based on observations, the madrasah has 13 teachers, including the principal, and 94 students divided into five learning groups across grades VII, VIII, and IX. Under these conditions, the principal plays a central role in managing administrative and leadership aspects to ensure that educational activities continue to run effectively.



During the implementation phase, learning activities were conducted in the afternoon at MTs Annur from Monday through Saturday, following the Zuhr prayer specifically from 1:00 PM to 5:30 PM WIT amid various challenges, such as the physical conditions of the environment and the students' fatigue levels. Teachers were required to innovate in their teaching strategies to ensure effectiveness. One teacher remarked, *"Teaching in the afternoon is indeed challenging because students get tired quickly, so we have to use more varied methods to keep them engaged"* (GR1, GR3). Students also expressed similar sentiments: *"Studying in the afternoon can sometimes feel tough, especially during the last period. But if the teacher makes the activities fun, we get more motivated and don't feel sleepy"* (SS1, SS3). These statements indicate that pedagogical adaptation is a crucial component of successful learning implementation.

Additionally, the school principal plays a role in supporting learning implementation through motivational approaches and setting a personal example. He not only provides guidance but also conducts direct classroom monitoring. The principal stated, *"I strive to set an example and occasionally enter the classroom to observe learning conditions and encourage the students"* (KM). This demonstrates that management implementation is inseparable from leadership characterized by a humanistic approach.

During the monitoring phase, activities are carried out through classroom supervision, routine evaluations, and monthly meetings. Monitoring is not merely about control but is directed toward improving the quality of learning. The school principal explained, *"I visit the classrooms several times a week to ensure the learning process is proceeding smoothly"* (KM). Daily monitoring is delegated to the vice principal for curriculum, who ensures teacher attendance and the smooth operation of the schedule. *"If the principal is away on other business or unable to attend, I monitor the schedule's implementation and ensure learning continues"* (WK). Such delegation of tasks indicates a planned and continuous monitoring system. Every month, the principal holds an evaluation meeting with teachers to review program progress, identify obstacles, and determine corrective actions. Thus, the supervisory function is carried out continuously and is oriented toward quality improvement.

### **Leadership Strategies and Styles of the Madrasah Principal**

Research findings indicate that the principal at MTs Annur employs leadership strategies focused on setting an example, service, and participation. These strategies emerged in response to the complexities of managing daytime instruction and resource constraints. The principal serves not only as a decision-maker but also as a facilitator who supports teacher performance and student development.

In the decision-making process, the principal prioritizes the principles of consultation and openness. This is reflected in his statement: *"Every decision regarding the schedule or policies is always discussed with the teachers so that everyone feels involved"* (KM). This approach strengthens participation and fosters a sense of ownership regarding the resulting policies. Additionally, the principal's leadership style is characterized by a combination of firmness and empathy. A teacher remarked, *"He is firm, yet remains close to teachers and students, and always listens before offering solutions"* (GR4). This pattern indicates that leadership is not solely results-oriented but also prioritizes interpersonal relationships.

The principal also consistently provides guidance through evaluation meetings and motivational sessions. The vice principal stated, *"Every month we conduct joint evaluations, and the principal gives teachers space to voice their challenges"* (WK). This practice reflects reflective leadership oriented toward continuous development.

The leadership strategies implemented exhibit characteristics of servant leadership, where the leader acts as a servant who supports, empowers, and mentors organizational members (Arifandi et al., 2025). This approach contributes to the creation of a collaborative and productive work environment, while simultaneously strengthening the effectiveness of educational management at the madrasah.

**Figure 2 Monthly Evaluation Meeting**



Source: Researcher's Documentation, 2025

### **The Impact of Management and Leadership on Work Culture**

The implementation of management and leadership at MTs Annur has had a significant impact on the development of a work culture characterized by discipline, communication, and collaboration. This work culture has emerged as a result of a combination of an adaptive management system and service-oriented leadership. The madrasah implements a flexible work pattern while maintaining accountability. Teachers are trusted to arrive according to their teaching schedules but remain responsible for carrying out their duties. One teacher stated, *"We are trusted, but we are still required to perform our duties well"* (GR2). This indicates that flexibility does not diminish commitment to performance.

On the other hand, the madrasah principal fosters open two-way communication as the foundation for strengthening the work culture. Teachers also noted that leadership consistently opens channels for discussion and provides support in various situations. Additionally, the principal actively promotes professional development by sharing information on training programs and competency-enhancement activities. The vice principal stated, *"He regularly informs us about competency-development activities so we can continue to grow"* (WK).

Coordinated management is also evident in the scheduling of academic activities that take external agendas into account, such as MGMP activities. This not only enhances work effectiveness but also strengthens relationships among educators. The resulting work culture reflects a balance between flexibility, responsibility, and collaboration, which ultimately supports the sustainability and quality of learning under constrained conditions.

## **DISCUSSION**

This discussion is grounded in two complementary conceptual frameworks, namely the management functions consisting of planning, organizing, leading, and controlling as formulated by Robbins & Coulter (2012), as well as the servant leadership approach introduced by Greenleaf and further developed by Spears (Freeman, 2011). These perspectives are employed to examine educational management practices at MTs Annur not only from an organizational structure

standpoint but also from the value orientation that shapes leadership patterns within the institution.

At the planning stage, the head of the madrasah does not position himself as the sole decision-maker; instead, he creates space for dialogue with teachers and the foundation. The formulation of annual programs and learning schedules is carried out through a communicative process that takes into account actual conditions, particularly the limitation of classroom facilities. This approach reflects that planning is not merely administrative, but evolves into a collective process that accommodates multiple interests. Such practice aligns with the view that planning is a strategic process that must remain responsive to organizational limitations (Ansori et al., 2023).

Teacher involvement in this process carries deeper significance than formal participation alone. Teachers are given opportunities to express considerations related to workload and instructional readiness. This condition reflects the principle of listening in servant leadership, where leaders not only hear but also seriously consider the perspectives of organizational members in decision-making (Prasetyono & Ramdayana, 2020). The relationship that emerges is no longer purely directive, but one that fosters a sense of ownership toward institutional policies.

The organizing function demonstrates a balance between role clarity and operational flexibility. Responsibilities are distributed to vice principals and teachers according to their respective areas, while communication is maintained before decisions are finalized. This pattern prevents structural rigidity that often hinders organizational effectiveness. As emphasized by Robbins and Coulter, organizing aims to structure work relationships so that resources can be utilized efficiently (Robbins et al., 2017; Rismayani et al., 2022). In this case, coordination is not achieved through rigid rules, but through shared understanding.

Delegation does not end with task distribution, but is accompanied by trust in its implementation. Teachers are given space to carry out their roles independently without losing coordination. This reflects the value of empowerment in servant leadership, where individuals are seen as capable of growth when entrusted with responsibility (Agustianawati, 2023). Such trust becomes a crucial foundation for accountability, particularly in a work environment that demands high flexibility.

The implementation of afternoon learning introduces a dynamic that differs from conventional learning settings. Physical challenges, such as classroom temperature and student fatigue, directly affect concentration levels (Halimah et al., 2024). These conditions require teachers to adapt instructional approaches to remain effective. The adjustments involve not only varying teaching methods but also modifying the rhythm of instruction to sustain student engagement. In this context, the leading function extends beyond formal direction, encompassing the ability to interpret situational demands and respond creatively (Siagian, 2006; Samudi et al., 2022).

The role of the head of the madrasah becomes more evident through his direct involvement in classroom observation. Although not acting as a teacher, his presence signals awareness of the challenges faced by both teachers and students. This approach fosters a more open and relational interaction within the organization. From a servant leadership perspective, such practice reflects empathy and role modeling, which strengthen leadership legitimacy (Effendi & Erb, 2024).

The supervision carried out demonstrates a character that differs from hierarchical control approaches. The head of the madrasah does not employ supervision merely as an evaluative instrument, but rather as a means to understand the dynamics of the learning process. Classroom observations and routine evaluations are conducted using a non-intrusive approach.

Teachers are given space to conduct instruction according to their respective styles, while leadership ensures that the process remains aligned with the intended direction. Within a management framework, supervision continues to function as a mechanism for comparing planned and actual performance (Siagian, 2015; (Samudi et al., 2022), yet the approach adopted reflects a more constructive orientation.

The developmental character evident in the supervision process reflects alignment with the concept of stewardship in servant leadership. Leaders are not only responsible for achieving organizational goals, but also for fostering the growth of individuals within the organization (Siahaan, 2024). This approach transforms supervision into a shared learning process rather than a one-sided evaluation. The interconnection between management functions and leadership values influences the work patterns that emerge within the madrasah. Discipline is maintained even though the system allows a degree of flexibility. Teachers attend according to their schedules, while their responsibility toward instructional activities remains intact. This pattern suggests that control does not necessarily have to rely on rigid regulations, but can develop from professional awareness. An open working environment also encourages two-way communication, enabling emerging issues to be addressed without creating tension.

The collaborative culture that develops is closely related to how leadership builds relationships with teachers. Decisions reached through deliberation foster a sense of belonging, positioning teachers not merely as implementers but as integral members of the organization. This sense of ownership contributes to stronger work commitment. Previous studies indicate that servant leadership is closely associated with increased trust and work engagement (Nendah et al., 2020), a condition that is also evident in the practices observed at MTs Annur.

From a learning perspective, student engagement serves as a key indicator of the effectiveness of the strategies employed. Despite the less favorable timing of afternoon learning, the approaches applied are able to sustain student participation. More active interaction between teachers and students contributes to a learning environment that is dynamic rather than monotonous. This suggests that instructional quality is not determined solely by physical conditions, but also by pedagogical competence in managing the learning situation.

The conditions observed at MTs Annur illustrate that limitations do not inevitably lead to a decline in quality. Instead, such constraints can stimulate adaptive practices that strengthen organizational capacity. The head of the madrasah not only carries out management functions procedurally, but also reinforces values that enhance working relationships. The integration of structural and humanistic approaches plays a crucial role in sustaining the learning process.

The practices developed within this madrasah demonstrate that Islamic educational management can function effectively when management processes are supported by leadership values oriented toward service. The functions of planning, organizing, leading, and controlling are not applied in isolation, but are interconnected through a leadership approach that places human development at the center. This integration enables the organization to maintain stability and effectiveness, even under constrained conditions.

## **CONCLUSION**

This study demonstrates that the implementation of Islamic educational management at MTs Annur Kota Sorong operates in an adaptive and contextual manner in response to infrastructural limitations through the adoption of an afternoon learning system. The head of the madrasah plays a strategic role in integrating managerial functions planning, organizing, leading,

and controlling by aligning policies with the institution's operational conditions. These practices not only ensure the continuity of the learning process but also remain grounded in Islamic educational values that emphasize a balance between academic development and character formation.

At the same time, leadership strategies oriented toward role modeling, service, and participation contribute significantly to the development of a disciplined, communicative, and collaborative work culture. Open communication patterns, supported by continuous guidance and teacher empowerment, foster stronger professional commitment and enhance overall organizational effectiveness. Conceptually, these findings highlight that the integration of systematic management functions with the principles of servant leadership forms a critical foundation for effective educational management, particularly in institutions facing resource constraints and non-conventional learning conditions.

This study is limited by its focus on a single madrasah, which restricts the generalizability of the findings. In addition, the qualitative approach provides in-depth insights but does not offer quantitative measurement of the variables examined. Future research is therefore encouraged to conduct comparative studies across diverse educational settings and to integrate qualitative and quantitative approaches in order to strengthen the robustness of findings. These results also underscore the importance of reinforcing adaptive leadership in addressing structural challenges in education, particularly within the context of integrated madrasah management.

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