



The Role of Educational Personnel in Supporting Madrasah Governance at MTsN 3 Aceh Tamiang

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Abstract

This study aims to analyze the role of educational staff in supporting madrasah governance at MTsN 3 Aceh Tamiang, identify the challenges they face, and evaluate the effectiveness of collaboration between educational staff and teachers in improving the quality of educational services. This research employs a qualitative approach with a descriptive method. Data were collected through in-depth interviews, observations, and documentation involving the head of the madrasah, administrative staff, librarians, and laboratory personnel. Data analysis was conducted through data reduction, data display, and conclusion drawing, supported by triangulation techniques to ensure data validity. The findings indicate that educational staff play a strategic role in supporting madrasah governance, particularly in administrative management, academic services, and the management of facilities and infrastructure. Effective administrative performance contributes to operational efficiency and supports the learning process. However, several challenges were identified, including limited human resources, insufficient competency development, and suboptimal coordination. Effective collaboration between educational staff and teachers significantly enhances service quality and fosters a conducive learning environment. Therefore, optimizing the role of educational staff through competency development and strengthened coordination is essential to achieving effective, transparent, and accountable madrasah governance.

Kata kunci:

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Abstrak

Penelitian ini bertujuan untuk menganalisis peran tenaga kependidikan dalam mendukung tata kelola madrasah di MTsN 3 Aceh Tamiang, mengidentifikasi kendala yang dihadapi, serta mengevaluasi efektivitas kolaborasi antara tenaga kependidikan dan tenaga pendidik dalam meningkatkan mutu layanan pendidikan. Penelitian ini menggunakan pendekatan kualitatif dengan metode deskriptif. Data dikumpulkan melalui wawancara mendalam, observasi, dan dokumentasi terhadap kepala madrasah, kepala tata usaha, staf administrasi, pustakawan, laboran, dan guru. Analisis data dilakukan melalui tahapan reduksi data, penyajian data, dan penarikan kesimpulan dengan teknik triangulasi untuk memastikan keabsahan data. Hasil penelitian menunjukkan bahwa tenaga kependidikan memiliki peran strategis dalam mendukung tata kelola madrasah, khususnya dalam pengelolaan administrasi, pelayanan akademik, serta pengelolaan sarana dan prasarana. Kinerja administrasi yang baik terbukti meningkatkan efisiensi operasional dan mendukung kelancaran proses pembelajaran. Namun, terdapat beberapa kendala seperti keterbatasan sumber daya manusia, kurangnya pelatihan kompetensi, dan koordinasi yang belum optimal. Kolaborasi antara tenaga kependidikan dan tenaga pendidik yang berjalan efektif mampu meningkatkan kualitas layanan pendidikan dan menciptakan lingkungan

belajar yang kondusif. Dengan demikian, optimalisasi peran tenaga kependidikan melalui peningkatan kompetensi dan penguatan koordinasi menjadi kunci dalam mewujudkan tata kelola madrasah yang efektif, transparan, dan akuntabel.

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INTRODUCTION

Madrasah governance is a fundamental aspect in ensuring the implementation of education that is effective, transparent, accountable, and quality-oriented (Hekyka et al., 2025). Good governance does not only encompass classroom learning activities, but also includes the management of administration, human resources, and educational services in a comprehensive and integrated manner (Laenussa et al., 2024). From the perspective of educational management, madrasah governance should be able to optimize all available resources to achieve educational goals efficiently and sustainably (Ramlan, 2023). The success of an educational institution is largely determined by its ability to manage resources professionally through a planned, organized, and well-directed management system. In line with national education policies, strengthening madrasah governance also emphasizes the principles of transparency, accountability, participation, and effectiveness as the foundation for improving the quality of educational services (Tihalihmah & Farhani, 2024). With this perspective, good madrasah governance functions not only as an organizational control system, but also as a strategic instrument in enhancing the overall quality of education (Soetrisno & Ali, 2025).

In this context, educational personnel play a very important and strategic role in supporting the success of madrasah governance. Educational personnel are an integral part of the educational system whose function is to support the implementation of education through administrative services, data management, academic services, and other technical support (Herman et al., 2022). Their existence is not merely as administrative executors, but also as the main driving force in maintaining the orderliness of the madrasah's operational system. Research conducted by Azizah and Ulfiyah (2025) showed that effective administrative management by educational personnel can significantly improve operational efficiency and the performance of educational institutions (Herman, 2024). This is reinforced by interview findings at MTsN 3 Aceh Tamiang, which indicate that educational personnel act as the "backbone" of madrasah administration in ensuring the smooth management of data, academic services, and facilities in a systematic and structured manner. Therefore, the performance of educational personnel becomes one of the key indicators in determining the quality of madrasah governance.

However, the reality in the field shows that the role of educational personnel has not yet been fully optimized in supporting madrasah governance. Various obstacles are still encountered, including the limited number of human resources, lack of competency development training, and challenges in dealing with technological developments and the digitalization of administration. According to Rahman (2021), the limited competence of educational personnel can result in less optimal administrative services and reduce the effectiveness of educational institution management. This finding is consistent with interview results, which revealed that the main challenges include limited human resources, heavy

workloads, and technical issues such as unstable internet networks. Furthermore, studies by Idris et al. (2026) and Nisa et al. (2023) also emphasized that the lack of human resource development and continuous training has become an inhibiting factor in improving the professionalism of educational personnel. This condition indicates that strengthening the capacity of educational personnel has become an urgent necessity in supporting more effective madrasah governance.

In addition to these challenges, the aspect of collaboration between educational personnel and teaching staff is also an important factor influencing the success of madrasah governance. Less-than-optimal synergy between these two elements may hinder the creation of an integrated work system and affect the quality of educational services (Wahyuningsih et al., 2022). Harahap, Zulhammi, and Hilda (2023) stated that effective collaboration between teachers and educational personnel has a significant influence on improving the quality of educational services and the satisfaction of school members. Interview results at MTsN 3 Aceh Tamiang also showed that good coordination, task distribution based on competence, and open communication are able to improve work efficiency and the quality of administrative services. Thus, harmonious collaboration between teaching staff and educational personnel becomes one of the keys to creating professional and high-quality madrasah governance (Roziqin & Hotima, 2022).

Several previous studies have examined the role of educational personnel in supporting governance and the quality of educational services. Najwa, Angraini, and Suhardi (2022) found that educational personnel play a role in improving the quality of administrative services, although there are still obstacles related to competence and professionalism (Zulkarnain et al., 2023). Tahrir et al. (2024) also showed that educational personnel make important contributions to the planning, implementation, and evaluation of madrasah administrative governance. In addition, research by Zarkasyi (2022) revealed that governance assistance involving educational personnel can improve management quality and the accreditation of educational institutions. Nevertheless, most of these studies still focus on administrative aspects in general and have not comprehensively examined the relationship between the role of educational personnel, the challenges they face, the effectiveness of collaboration, and their impact on the overall quality of educational services (Suryaningsih, 2021).

The development of information technology presents both challenges and opportunities in madrasah governance, particularly in the digitalization of administration, which requires educational personnel to possess technological competence in order to manage data quickly, accurately, and efficiently (Badrun, 2024). Hidayat, Sobari, and Afifah (2026) stated that the digitalization of administration can improve work efficiency and service quality if supported by competent human resources (Susanti et al., 2023). However, in practice, there are still obstacles, such as limited ability to operate systems and technical issues like unstable internet networks (Ismail et al., 2023). Therefore, continuous training and mentoring are required. On the other hand, human resource management also plays an important role in improving the performance of educational personnel, including planning, placement, development, and performance evaluation (Tauhid, 2025). Malayu S.P. Hasibuan (2016) emphasized that effective human resource management will increase productivity and work quality. This is in line with field findings showing that task distribution based on competence, as well as training programs

such as archival management training, state asset management training, and library management training, can improve the professionalism of educational personnel. Therefore, strengthening technological competence and human resource management becomes a strategic step in supporting more effective and high-quality madrasah governance.

Furthermore, improving the quality of educational services cannot be separated from the quality of administrative services provided by educational personnel (Martani, 2023). Orderly, systematic, and responsive administration toward the needs of the madrasah community will create a conducive educational environment and support the learning process. Syaiful Sagala (2013) stated that good educational administration will improve organizational effectiveness and have a positive impact on the satisfaction of educational service users (Afor et al., 2022). Based on interview findings, the improvement in service quality at MTsN 3 Aceh Tamiang is marked by increased satisfaction among students and parents, as well as the achievement of better service standards. This demonstrates that educational personnel make a tangible contribution to improving the quality of educational services in the madrasah.

Based on the overall explanation above, this study focuses on examining the role of educational personnel in supporting madrasah governance at MTsN 3 Aceh Tamiang by emphasizing aspects of their roles, challenges, collaboration, and impact on the quality of educational services. This research is expected to provide theoretical contributions to the development of Islamic educational management, particularly regarding the optimization of the role of educational personnel in madrasah governance. In addition, practically, the results of this study are expected to serve as evaluation material and recommendations for madrasahs in improving the effectiveness of administrative management and the quality of educational services in a more systematic, planned, and sustainable manner.

METHOD

This study employed a qualitative method with a descriptive approach. This method was chosen to obtain an in-depth understanding of the role of educational personnel in supporting madrasah governance based on empirical conditions in the field (Cheong et al., 2023). The qualitative approach was used because it is capable of exploring the meanings, perceptions, and experiences of research subjects comprehensively within their natural context (Lexy J. Moleong, 2017). The data used were qualitative data obtained through interviews, observations, and documentation, enabling the researcher to provide a comprehensive and in-depth description of the phenomenon under study (Christou, 2023). Data collection was conducted systematically through semi-structured interviews with informants selected using purposive sampling techniques, based on the consideration that the informants possessed knowledge relevant to the focus of the research (Sugiyono, 2022). Observations were carried out to directly examine the administrative and operational activities of the madrasah, while documentation was used to complement the data through archives, reports, and other supporting documents (Rustamana et al., 2024).

The data analysis technique employed an interactive model consisting of three stages: data reduction, data presentation, and conclusion drawing (Matthew B. Miles, A. Michael Huberman, & Johnny Saldaña, 2014). Data reduction was conducted by selecting and focusing on relevant data, data presentation was carried out in the form of descriptive narratives, and

conclusions were drawn based on patterns and relationships identified among the data. The validity of the data was tested through source and technique triangulation by comparing interview, observation, and documentation data to ensure data validity.

RESULTS AND DISCUSSION

The Role of Educational Personnel in Supporting Administrative Management of Madrasah Governance at MTsN 3 Aceh Tamiang

The results of the study at MTsN 3 Aceh Tamiang indicate that educational personnel play a highly important role in supporting the administrative management of madrasah governance, particularly in maintaining the orderliness, discipline, and sustainability of the administrative system. Educational personnel serve as the main actors in managing various administrative activities that form the operational foundation of the educational institution (Hafidzi et al., 2019). These activities include managing student and teacher data, document archiving, handling incoming and outgoing correspondence, and providing academic administrative services. Based on interview findings, educational personnel not only carry out routine tasks but also ensure that every managed dataset maintains a high level of accuracy and up-to-date information (E. Mulyasa, 2015). This is highly important because administrative data serves as the basis for decision-making, work program preparation, and the implementation of overall madrasah activities. Thus, the role of educational personnel is not merely technical in nature but also supports managerial functions in madrasah governance.

In carrying out daily administrative activities, educational personnel at MTsN 3 Aceh Tamiang have implemented a relatively effective work system through the combination of manual and digital methods. Data management is still conducted manually for several important documents, but it has begun to be supported by the use of computers to accelerate the process of recording and storing data (Syaiful Sagala, 2013). The findings show that the use of simple technologies, such as data and document processing applications, has improved work efficiency and reduced the risk of recording errors. Nevertheless, the implementation of digital systems has not yet been fully optimal due to technical constraints, such as limited internet connectivity and uneven technological skills among educational personnel (Ainissyifa et al., 2024). This condition demonstrates that adaptation to digitalization is still in its early stages, although it has already produced positive impacts on the speed and quality of administrative services.

The role of educational personnel is also clearly reflected in supporting the madrasah administrative planning process. Based on interview findings, educational personnel are responsible for providing the data required for preparing madrasah work programs, including the formulation of the Madrasah Work and Budget Plan (RKAM). The prepared data include the number of students, personnel data, infrastructure needs, and various other administrative information. The availability of complete and accurate data enables the madrasah to formulate work programs that are more realistic, focused, and aligned with field needs. The involvement of educational personnel in this process demonstrates that their role is not limited to implementation alone but also supports the planning function, which is an important component of educational management (Haddade et al., 2024).

In addition, educational personnel play a role in providing administrative services to all members of the madrasah community. The research findings reveal that the services provided

are responsive, open, and oriented toward the needs of service users. Educational personnel strive to provide fast and accurate services, both in document processing, information provision, and assisting with other administrative needs. These quality services have a positive impact on the satisfaction of teachers, students, and parents, while also creating a more conducive working environment. Interview results indicate that the speed and accuracy of services are among the key indicators of the success of educational personnel in carrying out their duties. This demonstrates that administrative services are not only technical in nature but also possess a public service dimension that must be carried out professionally.

In the aspect of archive management, educational personnel at MTsN 3 Aceh Tamiang have demonstrated fairly good performance through the implementation of an organized filing system. Documents are arranged based on specific categories and stored systematically, making retrieval easier whenever needed. The findings show that proper archiving not only supports administrative smoothness but also facilitates evaluation and decision-making processes. These archival management skills were acquired through work experience and training programs attended by the personnel, such as archival management training and state asset management (BMN) training. Through an orderly filing system, the madrasah possesses a strong data source to support various administrative and managerial activities.

Furthermore, the role of educational personnel also includes the management of facilities and infrastructure related to educational administration. Based on the research findings, educational personnel are responsible for inventory recording, facility maintenance, and the management of state-owned assets. This management is carried out in a planned and sustainable manner so that all facilities can be utilized optimally in supporting learning and administrative activities. Well-managed facilities and infrastructure have a positive impact on the smooth implementation of educational processes, as every activity is supported by adequate and ready-to-use facilities.

Moreover, the research findings also indicate that educational personnel have begun adapting to technological developments in administrative management. The use of simple digital systems has become an initial step toward improving work efficiency and service quality (Hidayat, Sobari, & Afifah, 2026). However, this adaptation process still faces various challenges, such as limited supporting facilities and the lack of continuous training. Therefore, efforts are needed to improve the competence of educational personnel through training and mentoring so that they can optimally adapt to technological developments. The ability to master information technology has become one of the important factors in improving the quality of madrasah administration in the digital era.

Overall, the research findings demonstrate that educational personnel at MTsN 3 Aceh Tamiang have performed their roles well in supporting the administrative management of madrasah governance. These roles encompass various interconnected aspects, ranging from administrative management, data provision, educational services, archiving, to facilities and infrastructure management. Although several challenges remain, such as limited human resources and difficulties in technology utilization, educational personnel have continued to maintain the stability and smooth functioning of the madrasah administrative system. Therefore, educational personnel represent one of the key factors in realizing effective, efficient,

and high-quality madrasah governance, while also directly contributing to the improvement of educational service quality at MTsN 3 Aceh Tamiang.

Challenges and Solutions Faced by Educational Personnel in Supporting Madrasah Governance at MTsN 3 Aceh Tamiang

The challenges in implementing madrasah governance at MTsN 3 Aceh Tamiang are still dominated by limitations in human resources, the development of digital-based administrative systems, and technical obstacles such as unstable internet networks. These conditions affect all elements of educational personnel, including administrative staff, librarians, and laboratory assistants, who carry fairly complex workloads in managing administration, facilities and infrastructure, as well as educational services. This situation indicates that the demands of modern administration require continuously developing competencies in line with changes in the educational system.

The interview results revealed that administrative staff face challenges in the form of work overload and limited human resources in managing administrative data, correspondence, and state-owned asset management (BMN). This condition has created the need for more flexible work distribution and mutual assistance among staff members. The increasingly digitalized administration system has also become a challenge because not all personnel possess the same level of technological proficiency. This situation is consistent with the view that the effectiveness of educational administration is strongly influenced by the readiness of human resources and the support of an adequate work system.

Challenges in the library section are reflected in students' low interest in reading, as well as limited book collections and library facilities. These conditions affect the optimization of the library's function as a literacy center. Such limitations have encouraged the need for service innovations, such as reading corner programs and collaboration with teachers to improve students' literacy skills. A library that has not yet functioned optimally demonstrates that the development of a literacy culture requires both facility support and sustainable management strategies. The laboratory section also faces challenges in the form of damaged practicum equipment and limited practice materials. As a result, practice-based learning activities sometimes cannot be conducted optimally. Laboratory equipment management, which follows the state asset management (BMN) system, has helped with inventory recording; however, maintenance and procurement needs remain major challenges in supporting experiment-based learning.

Efforts to overcome these challenges have been carried out through various strategies, such as teamwork-based task distribution, improved coordination, and the utilization of training programs attended by educational personnel. Educational personnel have participated in archival management training, BMN management training, and library management training as efforts to improve their competencies. These training programs have had a direct impact on improving archival management skills, inventory management, and library service management in a more systematic and professional manner. Another implemented solution is strengthening communication between educational personnel and teaching staff in resolving various operational problems within the madrasah. Good coordination helps accelerate task completion and reduce administrative barriers. The head of the madrasah also provides support

through guidance, supervision, and periodic evaluations to ensure that every issue can be resolved appropriately (George R. Terry, 2018).

Competency improvement through training has become an important factor in overcoming existing challenges. Training programs such as archival management training strengthen the ability to manage archives in an orderly and systematic manner. BMN training improves the ability to manage madrasah assets in an accountable and transparent way. Library training supports the improvement of literacy services and learning resource management. This demonstrates that human resource development plays a strategic role in improving the effectiveness of madrasah governance. These conditions indicate that the challenges in madrasah governance are not only technical in nature but are also related to human resource capacity and work systems. The solutions implemented through training, collaboration, and strengthening internal management have been able to improve the quality of administrative services and support the creation of more effective, transparent, and professional madrasah governance.

The Effectiveness of Collaboration Between Educational Personnel and Teaching Staff in Improving Madrasah Governance at MTsN 3 Aceh Tamiang

The effectiveness of collaboration between educational personnel and teaching staff at MTsN 3 Aceh Tamiang demonstrates a mutually supportive working relationship in implementing madrasah governance. The research findings show that coordination is routinely carried out among administrative staff, librarians, laboratory assistants, and teachers in fulfilling administrative needs, managing student data, and providing learning facilities. This cooperation enables educational activities to run more smoothly because each party understands its respective duties and responsibilities. With well-organized administrative support, teachers are able to focus more on the learning process in the classroom.

The role of administrative staff is highly helpful in providing various administrative needs, such as student data, attendance records, and examination administration. The availability of accurate and timely data makes it easier for teachers to carry out learning activities without being burdened by technical matters. This condition makes the teaching and learning process more effective and well-directed. Good administration is indeed one of the important factors in supporting the smooth implementation of education.

Collaboration with librarians also has a positive impact, particularly in increasing students' interest in reading. Teachers utilize the library as an additional learning resource to support teaching materials. Literacy programs implemented collaboratively help students become more active in reading and seeking information. In addition, collaboration with laboratory assistants also functions well, especially during practicum activities. Teachers and laboratory assistants work together in preparing tools and materials so that practical activities can run smoothly and help students better understand learning materials (Azhar Arsyad, 2017).

This effective collaboration demonstrates that educational success is not determined solely by teachers, but also by the support of educational personnel. The cooperation established reflects good communication and clear task distribution among all parties. This is in line with educational management concepts that emphasize the importance of collaboration in achieving educational goals. Furthermore, effective teamwork can also improve organizational

performance and the quality of educational services (Stephen P. Robbins & Timothy A. Judge, 2017). The collaboration between educational personnel and teaching staff at MTsN 3 Aceh Tamiang has functioned well and has had a positive impact on the quality of educational services. The existence of strong cooperation has made administrative and learning activities more effective, efficient, and well-directed. This condition demonstrates that synergy among all madrasah components is the key to creating high-quality and sustainable educational governance.

The Impact of the Role of Educational Personnel on Improving the Quality of Educational Services at MTsN 3 Aceh Tamiang

The role of educational personnel at MTsN 3 Aceh Tamiang has had a significant impact on improving the quality of educational services, particularly in creating an administrative system that is orderly, systematic, and accurate. The research findings show that the organized management of student data, teacher data, and administrative archives has supported the smooth implementation of all madrasah activities. The availability of complete and easily accessible data accelerates decision-making processes and minimizes errors in information management. This condition contributes to improving the effectiveness of madrasah governance because every program and activity is based on valid and updated data. Well-organized administration becomes an essential foundation for creating high-quality educational services (E. Mulyasa, 2015).

Another impact can be observed in the improvement of administrative service quality provided by administrative staff. Fast, accurate, and responsive services help fulfill the administrative needs of teachers, students, and parents efficiently. Interview findings indicate that good administrative services are able to reduce obstacles in academic processes, such as delays in document processing or data inaccuracies. This has a direct impact on the comfort and satisfaction of the madrasah community. In addition, optimal administrative services also support the creation of a more professional and organized working environment. The effectiveness of administrative services is closely related to the overall improvement in the quality of educational services.

The role of librarians has also had a significant impact on improving the quality of educational services through strengthening students' literacy culture. Structured library management, the provision of relevant reference books, and the implementation of literacy programs encourage students to become more active in reading and seeking information. The research findings show that increased students' interest in reading contributes to better understanding of learning materials and improved learning outcomes. The library functions as a learning resource center that supports both independent and guided learning processes. A strong literacy environment also helps develop students' critical and analytical thinking skills (Azhar Arsyad, 2017).

In addition, the role of laboratory assistants has had a positive impact on the effectiveness of practice-based learning. The readiness of practicum tools and materials, along with proper laboratory management, enables learning activities to take place in a more interactive and applicable manner. Interview findings indicate that students find it easier to understand learning concepts through practicum activities, particularly in science and computer subjects. Practice-based learning provides students with more concrete and in-depth

learning experiences, thereby improving their skills and overall understanding. This demonstrates that the presence of educational personnel in the laboratory field directly contributes to improving the quality of the learning process.

The role of educational personnel at MTsN 3 Aceh Tamiang has had a broad impact on improving the quality of educational services in terms of administration, services, literacy, and practice-based learning. These impacts are also reflected in the increased work effectiveness of teaching staff and educational personnel through clear task distribution and effective collaboration. Therefore, educational personnel function not only as technical support staff but also as an essential part of the educational management system that directly contributes to improving the quality of educational services in the madrasah (Najwa et al., 2022; Tahrim et al., 2024).

CONCLUSION

Educational personnel at MTsN 3 Aceh Tamiang play a strategic role in supporting madrasah governance, particularly in administrative management, academic services, and facilities and infrastructure management. They function as managers of information systems that provide accurate data to support leadership decision-making while ensuring that all institutional operations run in an orderly and transparent manner. Effective administrative performance has proven to improve operational efficiency and support the overall smooth implementation of the learning process. Despite their vital role, the implementation of governance still faces several major challenges, such as limited human resources, insufficient competency training, and technical obstacles in the form of unstable internet networks. Efforts to overcome these challenges have been carried out through teamwork-based task distribution strategies, strengthened coordination, and staff participation in various training programs, such as archival management training, State-Owned Asset Management (BMN) training, and library management training. These measures aim to improve professionalism in educational services.

The effectiveness of collaboration between educational personnel and teaching staff (teachers) has become a key factor in improving the quality of educational services at the madrasah. Harmonious synergy among administrative staff, librarians, laboratory assistants, and teachers creates a learning environment that is conducive and responsive to students' needs. Overall, optimizing the role of educational personnel through competency improvement and strong coordination has a direct impact on the creation of effective, accountable, and high-quality madrasah governance.

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