

Principal's Leadership Style in Improving the Quality of Education: Voices from Madrasah Aliyah at Cilegon, Banten, Indonesia

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Abstract

This study aims to (1) describe the leadership style of principal in improving the quality of education at MA Al-Inayah Cibeber and Madrasah Aliyah Al-Khairiyah Tegal Buntu Cilegon City. (2) Describe the obstacles to the leadership style of principal in improving the quality of education at Madrasah Aliyah Al-Inayah Cibeber and Madrasah Aliyah Al-Khairiyah Tegal Buntu Kota Cilegon, (3) describe the results of the leadership style of principal in improving the quality of education at MA Al-Inayah Cibeber and Madrasah Aliyah Al-Khairiyah Tegal Buntu, Cilegon City. The method in this research is using qualitative-descriptive method. The choice of this method will make it easier to understand the data exposure that has been described because it is arranged accurately and systematically. This data collection uses: observation, interviews, and documentation. The results show that the strategy adopted by principal of MA Al-Inayah and MA Al-Khairiyah Tegal Buntu refers to the quality theory of education which includes input, process, and output. The leadership style of the head of MA Al-Inayah Cibeber, Cilegon City, turns out to lead to a democratic leadership and administrative. Meanwhile, the leadership style of principal of Madrasah Aliyah Al-Khairiyah Tegal Buntu Kota Cilegon leads to a democratic leadership style. This can be seen from the interference and thoughts of the parties involved in issuing Madrasah policies..

Keywords: Leadership style, Quality of Education, Madrasah

1. INTRODUCTION

The principal is the education leader at the educational unit level, who must be responsible for all Madrasah activities. In addition, principal is an educational leader whose position is very important in the madrasah environment, because principal is closer and directly related to the implementation of any educational program. Therefore, principals are required to have various abilities, both the ability to relate to management and leadership issues, in order to develop and advance their schools effectively, efficiently,

independently, and productively. Whether or not an educational program can be implemented and whether or not educational goals can be achieved is highly dependent on the skills and policies of the Madrasah Principal as an education leader (Purwanto, 1995:101).

The decline in the quality of education in general can be caused by a poor education system and low human resources. The principal is one of the educational components that is influential in improving teacher professionalism. The principal is responsible for the implementation of educational activities, Madrasah administration, fostering other educational personnel, and the utilization and maintenance of facilities and infrastructure. Principal as the highest leader is very influential in determining the progress of the Madrasah, so in this case a leader cannot be separated from the leadership function, which includes: Guiding, Guiding, Guiding, Building, Giving or Raising Work Motivations, Driving the organization, establishing Good communication networks, provide efficient supervision/ supervision, and bring followers to the original goal when planning (Kartono, 1994:81).

The leadership style of a good principal must be able to strive for the quality of education. In improving teacher discipline towards the quality of education, a principal can go through a program of training the ability of educational personnel, supervision programs and also pay attention to aspects of leadership which include paying attention to aspects of followers, namely establishing relationships with subordinates, paying attention to differences in power between leaders and followers, pay attention to the use of power to influence, in this case is to influence in terms of achieving common goals, and the last aspect is to also pay attention to aspects that are built so that common goals can be achieved. The achievement of an organizational goal cannot be separated from the role of its members.

Siagian argued that a person's performance and performance productivity are determined by three main factors, namely:

1) Ability, whether physical, muscular, or brain, because those who use more muscles still have to use their brains and conversely those who use more brains are still required to have physical abilities;

2) The accuracy of the assignment, that a person must be placed in a work situation in accordance with their skills, abilities, talents and interests;

3) Motivation, namely the driving force that is possessed both intrinsic and extrinsic, which makes him willing and willing to work as hard as he can by exerting his existing abilities in order to achieve hopes, desires and fulfill various needs of life (Sondang, 2002: 40).

Ma Al-Inayah Cibeber and MA Al-Khiriayah Tegal dead end, located in Cilegon City, Banten Province, are formal educational institutions under the auspices of the Islamic Education Foundation. Based on the results of preliminary observations conducted by the researcher with the principal of the MA Al-Inayah madrasah on March 20, 2017, it was found that the head of the madrasah in improving his professionalism attitude invited all elements of the teacher council to understand their respective duties and functions so that

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the institution was able to provide a good example in all educational institutions principal also invites all citizens to work together to achieve the goals of the madrasa. The principal of MA Al-Inayah, Cilegon City also strives to improve the quality of education, through child handling programs that require special guidance starting from class X to class XII. In terms of discipline, principal of MA Al-Inayah instills a time discipline for all madrasa citizens, giving motivation to teachers, staff and students.

The results of preliminary observations at MA Al-Khairiyah Tegal Buntu Cilegon obtained information that: Madrasahs have not carried out an even distribution of tasks and authorities, lack of regulations embedded in teachers, lack of Madrasah facilities and facilities. The research questions of this study include:

- 1) What is the leadership style of principal in improving the quality of education at MA Al-Inayah Cibeber, Cilegon City and MA Al-Khairiyah Tegal Buntu, Cilegon City?
- 2) What are the obstacles to the leadership style of principal in improving the quality of education at MA Al-Inayah Cibeber, Cilegon City and MA Al-Khairiyah Tegal Buntu, Cilegon City?
- 3) How is the success of the leadership style of the principal in improving the quality of education at MA Al-Inayah Cibeber, Cilegon City and MA Al-Khairiyah Tegal Buntu, Cilegon City?

2. LITERATURE REVIEW

A leader has to perform a lot of various leadership functions. The function of leadership, namely: setting goals, explaining, implementing, choosing the right way, giving, and stimulating members to work (Nasrudin, 2010:59). Meanwhile, according to Ngalm Purwanto, quoted from Endin Nasrudin, the function of leadership is to guide, guide, guide, give or build, motivate work, drive the organization, establish good communication networks, provide efficient supervision, and bring followers where they want to go. in accordance with the provisions of time and planning (Nasrudin, 2010:59).

Leadership style is a method used by leaders to influence their followers. Leadership style is also a behavior used by a person when that person tries to influence the behavior of others as he sees it (Mulyasa, 2005:108). According to J Riberu, leadership style is a leader's way of presenting himself as a leader, the way he pretends to appear in using his power (Riberu, 2003:7).

In general, the leadership style, namely:

- a. Autocratic leadership, leadership based on absolute power, all decisions are in one hand. This leadership style often makes followers unhappy and often frustrated
- b. Democratic leadership, leadership based on power, in the sense that it is not the choice of the leader democratically, but in a democratic way. The leader carries out activities in such a way that every decision is the result of deliberation
- c. Free leadership, that a leader as an audience is passive (Anoraga, 2002:3).

According to Hari Sudrajad, quality education is education that is able to produce graduates who have the ability and competence, both academic competence and vocational competence, which are based on personal and social competences, as well as noble moral values which are all life skills in addition to it produces human beings who are whole

(complete humans) or integrated personalities, namely those who are able to integrate faith, knowledge and charity (Sudrajat, 2005:112).

Based on the above concept, the quality of education is the quality of education which includes: student readiness, availability of teaching staff, facilities and infrastructure, learning methods, relevance of education to needs, environmental conditions and school climate. The quality of education referred to here is the ability of Islamic educational institutions to utilize educational resources to improve learning abilities as optimally as possible. The quality of education is inseparable from a set of educational implementations having a scope of activities directly related to the learning process. In other words, the quality of education here is the level of ability in managing operationally and efficiently of components related to Madrasahs and foundations so as to produce added value to these components according to applicable norms and standards

TQM is a culture of continuous improvement of the quality of education, focusing on school stakeholders for long-term satisfaction and participation of school residents, families, communities and government (Usman, 2006). TQM education is a philosophy of continuous improvement educational institutions provide a set of means or tools to meet and even exceed the needs, wants, expectations of current and future stakeholders. Educational organizations, for example, that implement TQM view quality from a stakeholder perspective. The reason is because stakeholders are the last party to judge quality and without stakeholders, an organization will not exist (Nurkholis, 2003:79).

Edrward Deming put forward 14 principles that develop what Madrasahs need to develop a quality culture, these principles are as follows:

- Creating consistency of objectives, namely improving service and students intended to make madrasah competitive and classy
- Adopting a total quality philosophy, everyone must follow the quality principles
- Reducing the need for progress and inspection-based mass production-based inspections done by building quality in education services. Provide a learning environment that produces quality student performance
- Value Madrasah business in new ways, value madrasah business by minimizing the total cost of education
- Assess the quality of productivity as well as reduce costs, improve quality and productivity and thus reduce costs by developing a "plan / check / change process
- Lifelong learning, quality begins and ends with practice, if anyone expects people to change the way they work, you must give them the tools they need to change their work processes
- Leadership in education, it is the responsibility of management to provide direction. Managers in education must develop a vision and mission that must be known and supported by teachers, parents and the community
- Eliminate fear, create an environment that will encourage people to speak freely
- Eliminating barriers to success, management is responsible for removing obstacles that prevent people from achieving and carrying out success
- Create a quality culture, create a quality culture that fosters everyone's responsibility

- Improve the process, there is no perfect process so look for the best way, apply it indiscriminately
- Helping students succeed, removing obstacles that rob students, teachers and administrators of the right to feel proud of their work
- Commitment, management must have a commitment to quality culture
- Responsibility, give everyone in the Madrasah to work to complete the transformation of quality (Jeromi S Arcaro, 2006:85-89).

3. METHODS

This research is a field research, which means that the data is obtained by collecting from empirical experience in the field or research field using a qualitative approach. A qualitative approach is carried out as an effort to understand certain situations with the form of case study research, which is an intensive, detailed and in-depth study of certain organizations, institutions or symptoms (Arikunto, 2006:131).

Qualitative research is research that emphasizes the results of the researchers' observations, so that the researcher integrates with the situation and phenomenon being studied (Sukmadinata, 2009:95). The presence of researchers is an important element in qualitative research. Researchers are planners, implementers, data collectors and in the end become research reporters (Moeloeng, 2006). Even in qualitative research, the position of the researcher becomes the key instrument (Sugiyono, 2008:233).

Therefore, as a key instrument, researchers are present intensively in accordance with the research plan, to understand the focus of the research holistically. This is to create accurate data on the leadership style of Madrasah principals to improve the quality of education which is the focus of research.

In this study, three sources of data were extracted, namely:

- a. Interview or interview with informants, consisting of: Principal of MA Al-Inayah Cibeber and MA Al-Khairiyah Tegal Tegal Buntu, vice principal Madrasah, Head of Administration and Chairman of the Madrasah Committee
- b. Archives and Documents, in the form of archives of photographs, individual documents, official documents and other documents related to the research focus, namely the leadership style of principal in improving the quality of education, for example: Renstra documents, Madrasah work programs, SK related to photos of Madrasah activities and etc
- c. Place and event, in the form of Madrasah activities, environment, climate and madrasah facilities and infrastructure

Data collection techniques used in this study were: interviews, observation and documentation

3.1. Interview

In this study, researchers obtained information about informants from principals who played a direct role in improving the quality of education at MA Al-Inayah Cieber and MA Al-Khairiyah Tegal Buntu Cilegon City and several staff, teachers and staff and

foundation committees to obtain related information. with the leadership style of principal in improving the quality of education.

3.2. Observation

Observations are made directly and focused and selectively. As a scientific method, observation is defined as observing and recording the phenomena being investigated (Nasution, 1996:63). Meanwhile Kartini Kartono said that observation is a deliberate and systematic study of the phenomena of natural phenomena by means of observation and recording (Kartono, 1990:157). In this method the researcher uses non-participant observation techniques, meaning that the researcher does not participate in the process of activities carried out, only observes and studies activities in order to understand, seek answers and seek evidence of the activities and styles of Madrasah principals in improving the quality of education.

3.3. Documentation

Documentation is a technique in which data is obtained from existing documents on objects such as books, minutes, papers, regulations, bulletins, daily notes and so on (Arikunto, 135). Meanwhile, data collection conducted in this study was to obtain data related to the leadership style of the Madrasah head in improving the quality of education at MA Al-Inayah Cibeber and MA Al-Khairiyah Tegal Tegal Buntu Cilegon City and other data that support this research.

The data analysis process that researchers used is the Miles and Huberman Model. This data analysis was carried out at the time the data collection took place, and after completing the data collection in a certain period. The activities carried out in this data analysis are as follows:

1) Data Reduction

Reducing data means summarizing, choosing the main things, focusing on the things that are important, looking for and the main theme. Thus the reduced data will provide a clear picture and make it easier for researchers to carry out further data collection and look for it if needed (Sugiyono, 2008:406).

2) Display Data (Presentation of data)

After the data is reduced, the next step is to display the data. Presenting data is done in the form of a brief description of the narrative text, which can also be in the form of graphs, matrices and charts (Sugiyono, 2008:404).

3) Conclusion Drawing

The third step in the qualitative data analysis of Miles and Huberman (1994) is drawing conclusions and verification. The conclusion is a new finding that had never existed before. Findings can be in the form of descriptions or descriptions of an object that was previously dim or dark so that after being examined it becomes clear, it can be casual, interactive, hypothetical or theoretical relationships (Sugiyono, 2008:406).

4. RESULT AND DISCUSSION

4.1. Strategy of Principal in Improving the Quality of Education

This section describes the strategy of principal in improving the quality of education which includes 3 factors, namely: input, process and output as explained that quality is according to the Ministry of National Education, the Directorate General of Primary and Secondary Education states that in general, quality is a description and comprehensive characteristics of the good or service that demonstrate its ability to satisfy expected or implied needs. In the context of education, the definition of quality includes educational inputs, processes and outputs (Depdiknas, 2001:24). So thus, the quality of madrasah education is seen from these three factors.

From the research results obtained by researchers on the strategy of principal in improving the quality of education, they found several efforts by principal as expressed by each principal as follows:

4.2. Strategy of principal of Madrasah Al-Inayah Cibeber, Cilegon City in improving the quality of education

a) Strategy in Input

The leader of the educational institution, which in this process the principal is looking for really the right strategy within the MA Al-Inayah Cibeber, Cilegon City. In the scope of input, the principal divides it into several parts, namely the registration process, mapping test, graduation report cards and announcements.

1) Registration Process

For the registration process in the 2017 school year, the principal will charge the same registration fee as the previous years. And alumni from outside Madrasahs and from Madrasah alumni are charged a registration fee of 450,000, while students who excel are not charged registration fees and without tuition fees for 1 year. as told by Mr. Nikmatullah, principal.

In the registration process this year, there is a registration fee for Alumni outside Madrasahs and Madrasah Alumni, which is a registration fee of 450,000, while for high-achieving students, there is no registration fee and no tuition fee for 1 year, this is a supervision fee, and atk. Madrasah, as for students who excel we do not burden it for a full year, said the principal (Interview Results, 2017 at 08.40).

vice principal said that in 2016 there were 176 students enrolled at MA Al-Inayah. whereas in 2018 it declined to register at MA Al-Inayah, the number of students enrolled was 175 and all of them were accepted.

In 2018, sir, the number of prospective students who registered to this Madrasah reached 175. This number decreased from the previous year, namely 176 and all of them were accepted (Interview with MA Al-Inayah Student Interview).

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2) Mapping Test

This mapping test was carried out as a follow-up to the input process, after the registration of new students (PPDB) was carried out. This mapping test is in place of an entrance exam. In essence, the competency test is the same as the entrance exam, but this mapping exam focuses more on students. And in the end they can find out the competency results of each student according to their capacity.

This mapping test is also intended to determine the ability of each student's competence in the religious field. Award certificates and supporting certificates will also be a reference for prospective students.

According to vice principal of MA "Inayah" this mapping test is another name for the entrance test as he explained as follows:

"Right now, Mr. Suganda, the Madrasah entrance test is not allowed to be replaced by a reading test, but it is essentially the same, it's just that the mapping test carries out a similarity test according to prospective students, certificates and award certificates become references (Interview Results with MA Al-Inayah Student Interview).

3) Graduation Report Card

This graduation report card is the result of a recapitulation of the assessment of the mapping test that has been done. From this value as a reference or basis for the child to pass and be accepted at MA Al-Inayah Cibeber or not because in the 2016/2017 school year the registrants have reached 30

4) Announcements

This announcement is made simultaneously with the acceptance of graduate report cards. From the value written on the graduation report card, the applicants who are declared participants passed or not. Usually, announcements will also be notified through school mading, or school information boards that can be accessed by parents, letters, and short messages (SMS), so they can find out whether their child's information has been received at MA Al-Inayah Cibeber or not.

b) Strategy in process stage

The principal, Mr. Nikmatullah, gave an understanding of a process related to activities for students in Madrasah for approximately 3 years. The process also includes the human resources (human resources) that exist in an educational institution that we usually call education personnel, including the head of Madrasah, teachers, employees, administrators, gardeners, school guards, security and all those who are and take part in educational institutions. Including suggestions, infrastructure.

MA Al-Inayah Cibeber as one of the Islamic education institutions has carried out this process as a flow and must be carried out to achieve quality education. This can be seen from the incessant provision of principal, namely: training, workshops, and seminars which are shown for the teacher council and other educators according to their duties.

The principal also keeps making improvements to the facilities and infrastructure of MA Al-Inayah. For now, the focus is on building a learning building. Actually, MA Al-

Inayah already owns this very building for the student dormitory. It is hoped that this building will support learning activities at MA Al-Inayah.

c) The principal explained:

If we talk about a process, it certainly includes activities for 3 years until graduation? This includes human resources (HR) and infrastructure. But for now, sir, we are not completely up to this point. However, currently we are focusing on the construction of a school dormitory building (Results of Interview with MA Al-Inayah Facilities and Infrastructure Interview).

Previously, MA Al-Inayah made improvements to learning support infrastructure such as:

- (a) Class expansion
- (b) Field sports
- (c) Providing computer laboratories, for science and technology
- (d) Language laboratory to hone English and Arabic language skills
- (e) The library room to support learning

All of this is a form of commitment by principal of Madrasah Al-Inayah to improve the quality of education.

Apart from some of the above, the madrasa will continue to monitor the mastery of the qira'at al-polar and the art of reading al-Qur'an from all students, therefore students will be tested regularly whether or not they are fluent in reading yellow and classical books. If a student or part of the student is deemed not to meet the standards set by the madrasah or rather not yet able to, then intensive guidance will be held by the mudabir from the Madrasah.

c. Strategy in the Output stage

The principal said that after a three-year chasing process, MA Al-Inayah students could take the final Madrasah exam (UAM). During the past few years, MA Al-Inayah has always been able to graduate 100% of its students. However, the output itself is still stable and static. This can be seen from the average value

After a 3-year learning process, MA Al-Inayah students can take the final madrasah exams. And during the past few years MA Al-Inayah has always been able to graduate 100% of its students. However, the output itself is still stable and static ha; this can be seen from the results of the final Madrasah exams (MA Al-Inayah Student Interview Results).

Vice principal added that for 2016 to 2017, the average score of students for UNAS was 8 and the average for UAM was also around 8 which was an increase of 100% in the previous year:

"For 2016 to 2017 the average score for UNAS is 8 and for the UAM average score is also around 8 with a 100% increase in the previous year (Results of the MA Al-Inayah Curriculum Interview Interview).

From the value of the UAM, according to Mr. Nikmatullah as principal, it can be used as a measure of the success of the learning process while at MA Al-Inayah, it can also be used as feedback and a tool for self-evaluation.

From this UAM value can be used as a measure of the success of the learning process while at MA Al-Khairiyah, can also be used as feedback and a tool for self-evaluation (Results of the MA Al-Inayah Curriculum Interview Interview).

The strategy of the head of Madrasah is to prepare students to take exams such as UNBK, UAM and others, usually intensive coaching is held every afternoon outside teaching and learning activities, usually enrichment (tutoring) Arabic and English and Mathematics. It is also hoped that this strategy will also help improve the quality at MA Al-Inayah.

In improving the quality of teacher quality Madrasah principals carry out this strategy, namely:

- Provide seminars and workshops for teachers
- Bringing competent resource persons to improve the quality of educators at seminars, workshops and training.
- Be open to educators, in order to get rid of the gap between leaders and subordinates

According to the results of interviews with student representatives of MA Al-Inayah, there are several strategies from several Madrasah principals which can be described as follows:

- In adopting a policy, the principal MA Al-Inayah held a rapim (leadership meeting) to exchange opinions with the leaders which in the end would be conveyed to the teacher council, employees and even guardians of students through subsequent meetings
- The principal of MA Al-Inayah always targets his students, namely competitions or Olympics or others on a national scale.

4.3. Strategy of principal of Madrasah Aliyah Al-Khairiyah Tegal Buntu Kota Cilegon in improving the quality of education

1) Strategy in Input

The leader of the educational institution, which in this process principal is looking for really the right strategy in the neighborhood of Al-Khairiyah Tegal Buntu, Cilegon City. In the scope of input, the principal of madrasah divides it into several parts, namely the registration process, mapping test, graduation report cards and announcements.

a) Registration Process

For the registration process in the 2017 school year, principal will charge a registration fee in the previous years. There is a registration fee of 300,000. as said by Mrs. Eli Halimah, principal.

Vice principal said that in 2016 there were 16 students who registered at MA Tegal Buntu. and 0 people who resigned, while in 2017 it decreased who registered to MA Al-Khairiyah Tegal Buntu who registered were 16 and all were accepted.

In 2016, sir, the number of prospective students who registered to this Madrasah reached 16. This number decreased from 15 in the previous year and all of them were

accepted, while in 2016 there were no resignations (Interview Result of Public Relations Interview of MA Al- Inayah).

b) Graduation Report Card

This graduation report card is the result of a recapitulation of the assessment of the mapping test that has been done. From this value as a reference or basis the child is declared to have passed and accepted at Al-Khairiyah Tegal Buntu, Cilegon City or not because in the 2016/2017 school year the registrants reached 27

c) Announcements

This announcement is made simultaneously with the acceptance of graduate report cards. From the value written on the graduation report card, the applicants who are declared participants passed or not. Usually, announcements will also be notified through school mading, or school information boards that can be accessed by parents, letters, and short messages (SMS), so they can find out whether their child's information is received at Al-Khairiyah Tegal Buntu, Cilegon City or not.

d) Strategy in process stage

The principal, Mr. Eli Halimah, gave an understanding of a process related to activities for students in Madrasah for approximately 3 years. The process also includes the human resources (human resources) in an educational institution that we usually call education personnel, including the principal, teachers, employees, administrators, school guards, security and all those who are and take part in an educational institution. . Including suggestions, infrastructure.

MA Al-Khairiyah Tegal Buntu Cilegon City as one of the Islamic education institutions has carried out this process as a flow and must be carried out to achieve high quality education. This can be seen from the incessant provision of Madrasah principals, namely: training, workshops, and seminars which are shown for the teacher council and other educators according to their duties.

The principal also keeps making improvements to the facilities and infrastructure of Al-Khairiyah Tegal Buntu, Cilegon City. For now, the focus is on building Madrasah facilities.

The principal explained:

If we talk about a process, it certainly includes activities for 3 years until graduation? This includes human resources (HR) and infrastructure. But for now, sir, we are not completely up to this point. However, currently we are focusing on building Madrasah facilities (Interview Results of principal of MA Al-Khairiyah Tegal Buntu).

Previously, MA Al-Khairiyah Tegal Buntu made improvements to learning supporting infrastructure such as:

- (a) Provide a computer laboratory
- (b) The library room to support learning
- (c) Sports field

All of this is a manifestation of the commitment of principal of Madrasah Al-Khairiyah Tegal Buntu, Cilegon City to improve the quality of education.

Apart from some of the above, the madrasa will continue to monitor the mastery of qira'at al-polar (the Kuning Book) and of all these students it is already a feature of the

Al-Khairiyah Foundation anywhere, therefore students will be tested periodically about whether or not they are fluent in reading the book. yellow. If one or some students are deemed not to meet the standards set by the madrasah or rather not yet able to, there will be intensive guidance.

2) Strategy in the Output stage

The principal said that after a three-year chasing process, the students of Al-Khairiyah Tegal Buntu Cilegon City could take the final Madrasah (UAM) and UNAS exams. However, the output itself is still stable and static. This can be seen from the average value

After a 3-year learning process, students of Al-Khairiyah Tegal Buntu Cilegon City can take the final exams for madrasah. And during the past few years Al-Khairiyah Tegal Buntu, Cilegon City has always been able to graduate 100% of its students. However, the output itself is still stable and static ha; this can be seen from the results of the final Madrasah exams (Interview Results of principal of MA Al-Khairiyah Tegal Buntu)

Vice principal added that for 2016 to 2017, the average score of students for UNAS was 8 and the average for UAM was also around 7.8 which was a 100% increase in the previous year:

"For 2016 to 2017 the average score for the UN is 8 and for the UAM average score is also around 7.8 with an increase of 100% in the previous year (Interview Results of the Head of MA Al-Khairiyah Tegal Buntu).

From the value of the UAM, according to Mr. Eli Halimah as principal, it can be used as a measure of the success of the learning process while at Al-Khairiyah Tegal Buntu, Cilegon City, it can also be used as feedback and a tool for self-evaluation.

From this UAM value can be used as a measure of the success of the learning process while at MA Al-Khairiyah, it can also be used as feedback and a tool for self-evaluation.

The strategy of principal is to prepare students to take exams such as UNBK, UAM and others, usually intensive coaching is held every afternoon outside teaching and learning activities, usually enrichment (tutoring) Arabic and English and Mathematics. This strategy is also expected to help improve quality in Al-Khairiyah Tegal Buntu, Cilegon City.

In improving the quality of teacher, principals carry out this strategy, namely:

- Provide seminars and workshops for teachers
- Be open to educators, in order to get rid of the gap between leaders and subordinates
- Group discussions between educators

According to the results of interviews with the student representatives of Al-Khairiyah Tegal Buntu, Cilegon City, there are several strategies from several principals which can be described as follows:

- In adopting a policy, the principal of Al-Khairiyah Tegal Buntu, Cilegon City held a rapim (leadership meeting) to exchange opinions with the leaders which in the end

will be conveyed to the teacher council, employees and even guardians of students through subsequent meetings

- Leadership meetings are usually held continuously every Tuesday, while meetings with the teacher and employee council every two weeks, namely Saturdays

- The principal always targets students to take part in competitions at the sub-district and provincial level, especially in the yellow book

After the situation has been detected and the preparation of human resources has also been carried out, the principal carries out a work program (work program) with the board of teachers and employees and does not forget to also involve the Al-Khairiyah foundation committee, because he thinks that this work program is related to community resources in Madrasah.

Of all the strategies described above, the principal always accompanies the implementation of the strategy so that it is expected that it will be as planned. For this reason, Madrasah self-evaluation (EDM) is often held in which the implementation often involves all existing stakeholders, from school caretakers to the principal.

4.4. Principal Leadership Style in Improving Education Quality

1) MA Al-Inayah Cibeber, Cilegon City

Every leader must have a different character or style. Some are conservative, visionary and even authoritarian. Apart from that, every leader must have the same goal, namely advancing / developing the institutions he has led according to the vision and mission.

Nikmatullah, as principal of Madrasah Al-Inayah Cibeber Kota Cilegon, beliau is a resilient and hard-working person in developing the educational institution he leads, with the skills and experiences of teaching and is also supported by various experiences that have been experienced in the world of education. The institution he leads is the madrasah Aliyah Al-inayah, especially in Cilegon. Reviewed with success in various student performance sectors, both academic and non-academic,

To answer the success that he leads, from year to year, I make direct observations of progress by asking one of the elements that have an interest in improving educational institutions, namely the curriculum time, student time, head of administration and representatives of the teacher council who teach in educational institutions. Madrasah Aliyah Al-Inayah:

According to the narrative of the teaching and education staff, both teacher representatives of the curriculum, student staff and head of Administration who have been asked for information on Mr. Nimatullah's leadership style, is very democratic and administrative in all matters, is open to every problem, always pays attention to his subordinates and so on, more details will be explained as follows.

First, from the results of our interview with Vice principal of student affairs (Mr. Rjial, SH, said that the attitude of the principal is very open in all respects, competent and responsive in all activities at school, giving employees and teachers the opportunity to work from the given authority, so so far the head of Madrasah has given authority to his subordinates. accept every input, be it suggestions or criticism (not authoritarian), socially,

support every Madrasah activity (Results of Interview with Community Relations Interviewer).

Both are in line with Mr. Alhadad's representative of the curriculum, stating that principal is very democratic regarding any issue. The principal's approach is a social one, so that all parties feel valued in their opinion. Every policy that I make is always discussed in advance through a leadership meeting before the teacher and guardian meeting are highlighted (Results of Interview with Curriculum Interviewer).

Furthermore, Mr. Wakaur added that in improving the quality of education at MA Al-Inayah the principal always held a workshop, which included teacher training, comparative study, as well as matters that developed teacher discipline in teaching,

Third, according to the head of administration, Mr. Badrudin, stated that the attitude of principal was open to open himself when there was a shortage or something was not right with his leadership and asked his subordinates to correct it. The Head of Administration also said that the principal was a democratic and administrative leader. . Discipline in all matters and he always controls learning activities in madrasah, both controlling the board of teachers, staff as well as students and students who are in the educational institution.

With this kind of leadership style, according to one of the teaching teachers at MA Al-Inayah, it has a very positive impact on both academic and non-academic achievements, from year to year there has been progress both in the field of education and activities outside of education such as extracurricular activities that have a lot of success at the level city / regency, provincial, even national (Results of Interview with Student Interviewer).

From the results of research at MA Al-Inayah Cibeber, Cilegon City, the authors found several leadership styles of principals in improving the quality of education. According to the accounts of several informants above who have been asked for information that the leadership of the hprincipal said he was very democratic and administrative, in all respects, open to every problem, always paying attention to his subordinates and so on.

In my opinion, the principal can be said to be democratic for any problem. Every problem is approached with a good social approach, so that all parties feel valued in their opinion. The indication is that in taking any policy, it is always discussed in advance by going through a leadership meeting before a meeting of teachers and guardians of students is refined, for example in making student discipline. The principal is also a very open person in all respects, so that matters relating to Madrasah discipline and teacher council discipline are always presented openly with problems (Interview Results x with Curriculum Interview).

Second, according to the head of administration, Mr. Nikmatullah, stated that the attitude of the principal is open to himself when there is a deficiency or something is not right with his leadership and ask his subordinates to correct and in making a policy it is usually taken from the concept of his own policy. the policy is related to and a program, it will be taken by deliberation. This is because the principal does not take or bear the risk if his decision will have a bad impact on the Madrasah he leads. The Head of Administration

also said that principal is a democratic leader. The following is the explanation of the Head of Administration:

"The attitude of the principal is that people open themselves up when there is a deficiency or something is not right with their leadership and ask their subordinates to make corrections in making a policy, usually taken from a thought or concept of principal itself, we rarely think of it. However, in a policy that is related to program procurement, it will be taken by way of deliberation. The Head of Administration also said that the principal is a democratic leader (Interview Results with Curriculum Interviews).

With this kind of leadership style, according to one of the teaching teachers at MA Al-Inayah, it had an impact on the academic achievement of students during his leadership period, Mr. Nikmatullah could penetrate the provincial level Olympics and MTQ.

The development under the leadership of Mr. Nikmatullah in the academic field was able to penetrate the provincial level, namely becoming the champion of Banten Provincial MTQ (Results of Interview with Student Interview)

From the results of research at MA Al-Inayah Cibeber, the author found several leadership styles of principals in improving the quality of education. According to the accounts of some of the informants above who have been asked for information from Mr. Nikmatullah, on average, he said that he was very democratic in everything, was open to every problem, always paid attention to his subordinates and so on.

2) MA Al-Khairiyah Tegal Buntu Cilegon City

From the results of research at MA Al-Khairiyah Tegal Buntu, Cilegon, the author found several leadership styles of principal in improving the quality of education. According to the accounts of some of the informants above who have been asked for information from Mrs. Eli Halimah, on average, they say that she is democratic

According to the accounts of educators and education staff, both teachers and curriculum representatives and Head of Administration who have been asked for information on the leadership style of Mrs. Eli Halimah, on average said she was democratic, the democratic leadership style itself is academically capable, creative and participatory which is fully supported by principal, every policy of the principal always holds deliberations by consensus in planning and evaluating his subordinates and so on, more details will be described as follows:

The leadership that runs at MA Al-Khairiyah Tegal Buntu Cilegon City is democratic leadership, participation in accordance with the Al-Khairiyah Vision. This leadership provides the widest possible opportunity for each personnel to actively participate in developing and advancing Madrasah, as well as making policies through deliberation to reach and consensus. (Results of Interviews with Curriculum Interviews)

Furthermore, the head of Administration stated that the head of MA Al-Khairiyah Tegal Buntu Cilegon City

The second is in line with the curriculum representative, stating that the principal is very democratic about any problem. Every policy that he made was always discussed in advance through a leadership meeting before the teacher's meeting was refined, for

example in making rules in Madrasah Aliyah Tegal Buntu. The principal is also a democratic person.

In my opinion, the principal can be said to be democratic for any problem. Every problem is approached with a good social approach, so that all parties feel valued in their opinion. The indication is that in taking any policy, it is always discussed in advance by going through a leadership meeting before the teacher and guardian meeting is refined, for example in making student discipline (Results of Interview with Student Interview).

Furthermore, Mr. vice principal added several weaknesses of principal, namely the lack of flexibility in his leadership due to the fact that her had only served 1 year. However, the school was aware of the busyness of the principal as he said:

"Things need to be improved from Mrs. Eli Halimah. She is just not flexible, maybe because she has only served for 1 year, sir, but her leadership is not very democratic (Results of Interview with Public Relations Interviewer).

Third, according to the head of administration, Mrs. Eli Halimah, stated that the attitude of principal in making a policy is usually taken from the concept of the policy itself with the head of the foundation, but if a policy is related to and a program, it will be taken by way of deliberation. This is because the principal does not take or bear the risk if his decision will have a bad impact on the Madrasah he leads. The Head of Administration also said that the principal is a democratic leader. The following is the explanation of the Head of Administration:

"The attitude of Mrs. Eli Halimah, the principal, Pak Suganda, in making a policy, is usually taken from a thought or concept from the principal himself and the head of the foundation. However, in a policy related to program procurement, it will be taken by deliberation. This is because the principal does not want to take the risk if his decision has a bad impact on the Madrasah he leads. The Head of Administration also said that principal is a democratic leader (Interview Result of Interview on Sarana Prasarana).

With this kind of leadership style, according to one of the teaching teachers at MA Tegal Buntu, it had an impact on the academic achievement of students during his leadership period, Mrs. Eli Halimah, the UNAS average score increased by 100% compared to the previous leadership.

The development under the leadership of Mr. Eli Halimah in the academic field was able to penetrate to increase the quality value of UNAS by around 100%, (Interview Results with Curriculum Interviews).

From the results of research at MA Al-Khairiyah Tegal dead end, the authors found several leadership styles of principal in improving the quality of education. According to the accounts of some of the informants above who have been asked for information from Mrs. Eli Halimah, on average, she said that she was very democratic and participative, open to every problem, always paid attention to her subordinates and so on.

From these questions, the improvement of the quality of education is fully supported by the principal, namely by attending musabaqoh, workshops, and mentoring students. And it is clear that the leadership style of the principal in improving the quality of education is to use a democratic leadership style, because from the researches that the researchers have argued above all lead to democracy such as leadership: intimacy, the

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spirit of the principal in self-development, emphasizing deliberation, discipline in carrying out tasks, able to be a role model for educators, deliberation and consensus.

5. DISCUSSION

Total Quality Management (TQM) is a management system that focuses on people who aim to increase stakeholder satisfaction at the real cost on an ongoing basis to make this happen, MA Al-Inayah always evaluates itself, is always open to criticism and suggestions in order to minimize weaknesses. understanding that exists both external and internal.

A quality madrasah is a madrasah that improves the quality of education, the quality at MA Al-Inayah includes: input, process, output as well as indicators of input, process, output, outcome.

MA Al-Inayah as follows:

- a) Input MA Al-Inayah is declared of quality because the input indicator includes: student character, a selected MTs / SLTP graduate student. The majority of teachers are undergraduate (S.1) and (S.2) graduates of facilities and equipment, including adequate classrooms, libraries, laboratories, computer rooms, dormitories, prayer rooms, majlis ta'lim, auditoriums and so on. Always up-to-date educational materials and adequate management
- b) The MA Al-Inayah process is of high quality because it creates a PAIKEM atmosphere (active, innovative, creative and fun learning). Process indicators include the balance between theory and practice in the learning process, there is an allocation of time for teachers and students or training in improving human resources. Other indicators are administrative behavior, in terms of reporting, correspondence is well regulated, notification of a program by correspondence, data collection of inventory of goods used after activities and so on.
- c) The output of MA Al-Inayah is stated to be of high quality because the student's academic and non-academic learning outcomes are high. Output indicators are: student outcomes and the dynamics of the school system, results related to learning achievement, results related to changes in attitudes, equity and Islam. In addition, many of MA Al-Inayah graduates can compete in all sectors, including education, industrial companies, preachers, and so on. Cultivating the character of the character that has been built since childhood can form a noble personality after graduation. Always maintaining the good name of the alma mater who educates him even though he has graduated, becomes a Muslim person who is reckoned with in the midst of modern society.
- d) The outcome of MA Al-Inayah was declared of high quality because many parties recognized the greatness of the graduates and were satisfied. These outcome indicators include: the number of graduates at the next level and learning achievement at Madrasahs is high. Of course, Madrasah give awards, therefore the majority of MA Al-Inayah graduates continue their education to the next level according to student

interests. However, if economic problems prevent students from continuing to pursue higher education, then MA Al-Inayah has provided provisions and skills, for example: English Clubb, Entrepreneurship so that education can be continued outside by becoming a private teacher and being able to pioneer entrepreneurship.

MA Al-Khairiyah Tegal Buntu Cilegon City

- a) Input of MA Al-Khairiyah Tegal Buntu is declared qualified because it is ready to proceed. Input indicators include: student character, a selected MTs / SLTP graduate student. Principal education (S.2), facilities and equipment, including classrooms, libraries, computer rooms, prayer rooms.
- b) The MA Al-Khairiyah Tegal Buntu process is of high quality because it creates a PAIKEM atmosphere (active, innovative, creative and fun learning). Process indicators include the balance between theory and practice in the learning process, there is an allocation of time for teachers and students. Other indicators are administrative behavior, in terms of reporting, correspondence is well regulated, notification of a program by correspondence, inventory data collection of goods used after activities.
- c) The output of MA Al-Khairiyah Tegal Buntu is declared of high quality because the student's academic and non-academic learning outcomes are high. Output indicators are: student outcomes and the dynamics of the school system, results related to learning achievement, results related to changes in attitudes, equity and equity. Namely, the results of the student's national exam (UNAS) are 100% passed with a grade that meets the passing standards. Cultivating akhlakul karimah that has been built since childhood can form a noble personality after graduation, planting salafiyah by strengthening salaf books, muhadharah, english clubb Always maintaining the good name of the alma mater who educates him even after graduating, becoming a Muslim person who is reckoned with in the midst of modern society.
- d) Outcome of MA Al-Khairiyah Tegal Buntu was declared qualified because many parties recognized the greatness of graduates and were satisfied. These outcome indicators include: the number of graduates at the next level and learning achievement at Madrasah is quite high.

The quality of education is relative that the quality can be said to exist, if the service meets existing specifications. So it is undeniable that to attract the attention of the public that MA Al-Inayah Cibeber and MA Al-Khairiyah Tegal Buntu are of good quality if they look attractive, the facilities are reproduced and updated as well as conducting socialization. Affordable education costs at MA Al-Inayah Cibeber and MA Al-Khairiyah Tegal Buntu are affordable, and according to stakeholder needs, these two institutions have been declared qualified. Products or services that have quality in this relative concept are not always expensive and exclusive.

6. CONCLUSION

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Referring to the description of the leadership style of principal in improving the quality of education at MA Al-Inayah Cibeber and MA Al-Khairiyah Tegal Buntu, Cilegon City which has been discussed in the previous sub-sections, in this chapter the author will present conclusions, implications and suggestions. as follows :

- a) The leadership style of the principal in improving the quality of education at MA Al-Inayah Cibeber, Cilegon City is a democratic and administrative leadership style. It is shown by the analysis that the researchers have carried out on the role of the principal of MA Al-Inayah Cibeber, Cilegon City as an education leader, as well as the explanation as follows: In the process of movement points to the opinion of the teacher council. He was appointed as an educator, manager, supervisor, motivator. He is a leader who because of his skills in organizing various institutions such as his experience as the Head of the Cilegon City Cibeber Sub-district, the Secretary of the Cilegon City Education Office and most recently the Head of the Cilegon City Fire Service.

Furthermore, the leadership style of principal in improving the quality of education at MA Al-Khairiyah Tegal Buntu is democratic leadership, the democratic leadership style itself is academically capable, creative and participatory which is fully supported by the principal.

- b) The democratic and administrative leadership style of MA Al-Inayah Cibeber, Cilegon City and MA Al-Khairiyah Tegal Buntu have proved quite successful in improving the quality of education. This can be seen from the related: Input, process and Output and Outcome of Madrasah.

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