

THE ROLE OF THE HEAD OF THE SCHOOL INNOVATOR IN IMPROVING THE LEARNING QUALITY OF TEACHERS (CASE STUDY AT MADRASAH ALIYAH MANBAUL ULUM TLOGOREJO, KARANGAWEN, DEMAK)

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ABSTRACT

This article discusses the role of madrasah principals as innovators in improving the quality of teacher learning. This role includes developing teachers' professionalism, applying educational technology, and developing a relevant and up-to-date curriculum. Through the descriptive qualitative method, this study identifies various strategies used by madrasah principals in motivating and supporting teachers to improve their teaching quality. The results show that innovative madrasah principals are able to create a dynamic and collaborative learning environment, which in turn contributes to improved student achievement.

Keywords: Madrasah head, innovation, learning quality, teacher professionalism, educational technology.

Introduction

Education is one of the important pillars in the development of a country. The quality of education is strongly influenced by the quality of learning provided by teachers. In this context, madrasah principals have a central role as educational leaders who must be able to become innovators to encourage improvements in learning quality. In this era of globalization and information technology, madrasah principals are required to have good managerial skills and be able to facilitate innovation in learning.

At Madrasah Aliyah Manbaul Ulum Tlogorejo, various challenges have been identified that require special attention, such as improving teacher professionalism, managing educational resources, and adapting to technological developments in learning. The madrasah head is expected to overcome these challenges with an innovative approach that is holistic and measurable.

According to (Michael, 2001), innovation in education can increase student engagement and teaching effectiveness. Therefore, the madrasah head as an innovator is crucial in creating a learning environment that supports optimal student development. This role includes curriculum development, provision of facilities and continuous professional development of teachers.

This study aims to identify the role of madrasah principals as innovators in improving learning quality, explore the strategies used by madrasah principals to

support teacher professionalism, and analyze the impact of educational technology implementation on learning quality.

This research is expected to make a real contribution by providing practical guidance for madrasah principals in improving learning quality, encouraging teachers to continue developing themselves through various professional development programs, and informing the importance of technology integration in the learning process.

Research Method

This research used a descriptive qualitative method with data collection techniques through interviews, observations, and documentation studies, with the research subjects being the head of madrasah and purposively selected teachers. Data were analyzed using an inductive approach, where findings were categorized and interpreted to answer the research questions. Data collection involved interviews with madrasah principals and teachers related to the role of madrasah principals in improving learning quality, direct observation of classroom activities and leadership of madrasah principals, as well as documentation studies of lesson plans, teacher training programs, and learning evaluation reports. Data analysis was conducted through data reduction, data presentation in narrative form, and conclusion drawing to answer the problem formulation.

Result and Discussion

Effective madrasah principals must have a clear vision of the direction of school development. They should be able to inspire teachers and students to achieve higher educational goals. As innovators, they need to identify learning needs and find creative solutions to overcome various challenges. According to (Michael, 2001), innovative madrasah principals are able to develop a school culture that supports collaboration and experimentation.

Teacher empowerment is one of the important aspects in the role of madrasah principal as an innovator. The madrasah principal must be able to provide opportunities for teachers to develop professionally. This can be done through training, workshops, and continuous professional development programs. (Yuliana, 2015) emphasized that teachers' professional development can improve their motivation and performance in learning.

In addition to leading the learning process, madrasah principals also need to make innovations in school management. This includes the implementation of efficient management systems, the use of technology in administration, and the development of programs that support the teaching and learning process. Innovations in school management can create an environment conducive to effective learning.

Improving Teacher Professionalism

Teacher professionalism is the key to improving the quality of education in schools. Professional teachers not only have high academic competence but are also able

to carry out their duties and responsibilities with dedication and integrity. According to (Darling, 2000), professional teachers are those who continuously develop themselves, have in-depth knowledge of the subject matter, and are able to apply effective teaching methods. Teacher professionalism also includes ethical aspects, commitment to the profession, and the ability to adapt to changes in the world of education.

Teacher Professionalism Development Strategy

Strategies to improve teacher professionalism can be done in various ways. These include continuous professional development, monitoring and coaching, providing facilities and resources, establishing professional communities of practice, developing teachers' careers, collaborating with higher education institutions, and evaluating and receiving or giving feedback.

Continuous professional development is an important process in improving learning quality. The madrasah head needs to organize regular training and workshops to update teachers' knowledge and skills. According to (Arikunto, 2010), structured and continuous training can help teachers adapt teaching methods that are more effective and relevant to the times.

Mentoring and coaching are effective strategies to improve teacher professionalism. The madrasah head can assign senior or experienced teachers to mentor more junior teachers. Through this process, teachers can learn from the experiences and best practices that their colleagues have implemented. Mentoring and coaching can also increase teachers' confidence in teaching.

Salah satu tanggung jawab kepala madrasah adalah menyediakan fasilitas dan sumber daya yang diperlukan untuk mendukung proses pembelajaran. Ini termasuk menyediakan akses terhadap teknologi pendidikan, bahan ajar yang relevan, dan lingkungan belajar yang kondusif. Kepala madrasah harus memastikan bahwa semua sumber daya ini digunakan secara optimal untuk meningkatkan kualitas pembelajaran.

The madrasah principal can also initiate the establishment of professional learning communities (PLCs). These communities will support collaboration among teachers to share experiences, teaching strategies, and solutions to problems encountered. PLCs allow teachers to learn from each other and develop better teaching practices collectively (Dufour, 2004).

Teacher career development is also very important in efforts to improve teacher professionalism. Providing teachers with career development opportunities, such as promotions, awards, and opportunities to take on leadership roles, can increase their motivation and commitment to the profession. Clear and structured career development will encourage teachers to continue to improve their competence (Johnson, 2005)).

Cooperation with higher education institutions is also built by innovative madrasah principals. Cooperation between schools and higher education institutions can provide programs that focus on current educational research and practices. Through these programs, teachers can update their knowledge and apply the latest educational theories in teaching practice (Coachran-Smith, 1999).

This periodic evaluation is very important to ensure that the learning process is going well. The madrasah head should conduct regular evaluations and provide constructive feedback to teachers. Good feedback can help teachers correct their weaknesses and improve teaching quality. According to (Sugiyono, 2016), effective evaluation should be based on clear and objective performance indicators.

Implementasi Strategi Pengembangan Profesionalisme Guru di Madrasah

To implement these strategies in the madrasah, the madrasah head needs to play an active role in planning and organizing professional development activities. Here are some steps that can be taken:

- a. Identifying Development Needs: The madrasah head should conduct a needs analysis to determine the areas where teachers need further development. This can be done through surveys, interviews, and classroom observations.
- b. Develop a Professional Development Plan: Based on the results of the needs analysis, the madrasah head should develop a professional development plan that includes various training programs, mentoring, and PLC activities.
- c. Allocating Resources: The madrasah head needs to ensure that there are adequate resources, both in terms of budget and time, to support the implementation of professional development programs.
- d. Encouraging Teachers' Active Participation: The madrasah principal should encourage teachers to actively participate in professional development activities by providing incentives and rewards.

Impact of Improving Teacher Professionalism in Madrasahs

Improving teacher professionalism has a significant positive impact on the quality of education in madrasah. Firstly, professional teachers are able to deliver subject matter more effectively and interestingly, thereby increasing student motivation and learning achievement. Secondly, teachers who continuously develop themselves will be better prepared to face challenges and changes in the world of education, such as the integration of technology and the new curriculum. Third, positive and collaborative learning environments can be created through active participation in professional communities of practice. Finally, improving teachers' professionalism also impacts on their job satisfaction and commitment to the profession, which in turn supports long-term educational success (Hargreaves, 2000).

a. Utilization of Educational Technology

Technology has a significant role in improving the quality of learning. The madrasah head should encourage the use of technology such as learning software, e-learning platforms and other digital tools (Zheo, 2012). States that technology integration in learning can increase student engagement and facilitate more interactive learning. The use of technology also allows teachers to access wider and more varied learning resources.

To ensure that technology implementation is effective, madrasah principals need to conduct technology training for teachers. This training aims to improve

teachers' ability to use various educational technology tools. Thus, teachers can integrate technology into the learning process more effectively.

The madrasah head should ensure that the school has a good information system to support data and information management. This includes the management of student data, academic data and other relevant information. With good information systems, madrasah principals can make better, data-driven decisions to improve the quality of learning.

School information system management is a crucial aspect in supporting effective and efficient school operations and administration. School information systems involve the use of information technology to manage data and information related to various school activities, including administration, learning, finance and communication. According to (Sugiyono, 2013), a good information system can help schools manage data more effectively, thus supporting better and data-driven decision-making.

A school information system consists of several main components, namely hardware, software and human resources. Hardware includes computers, servers, networks and other supporting devices. Software includes applications and programs used to manage school data, such as school management systems (SMS), academic information systems (AIS) and e-learning platforms. Human resources include IT staff and system users, such as principals, teachers and administrative staff, who must be trained to use the system effectively (Zheo, 2012)).

The implementation of a school information system requires careful planning and active participation from all parties involved. The first step is to conduct a needs analysis to determine the features and functions required by the school. After that, the selection and procurement of hardware and software is done based on the results of the needs analysis. Training for staff and system users is also very important to ensure that all parties can use the system optimally. The implementation of a school information system should be done in stages and involve continuous evaluation to ensure the success and sustainability of the system (Michael, 2001).

The implementation of a school information system brings various benefits to school management. First, it allows for more structured and organized data management, making it easier to access and process information. Second, the school information system can improve operational efficiency by automating many administrative tasks, such as student data processing, scheduling and financial management. Third, the system supports transparency and accountability in school management as all data and information are well recorded and accessible to authorized parties (Arikunto, 2010).

Despite the many advantages offered, the implementation of school information systems also faces various challenges. One of the main challenges is resistance to change, especially from staff who are used to conventional management methods. In addition, budget constraints are often an obstacle in procuring the necessary hardware and software. Another challenge is the need for human resource

training and development to ensure that all system users have sufficient skills and knowledge to operate the school information system properly (Yuliana, 2015).

To overcome the challenges in implementing school information systems, several strategies can be applied. First, the madrasah head needs to conduct effective socialization and communication to explain the benefits and importance of school information systems to all staff and users. Secondly, there needs to be a commitment from the school management to provide an adequate budget for hardware and software procurement, as well as for staff training and development. Thirdly, regular training and mentoring should be conducted to ensure that all system users have the necessary competencies (Michael, 2001).

Effective school information system management can have a positive impact on the quality of learning. With an integrated information system, the process of managing student data and school administration becomes more efficient, so that teachers and administrative staff can focus more on their main task, which is to educate and support student development. In addition, school information systems also support better and faster decision-making because accurate and up-to-date data and information are always available. Thus, good school information system management can improve the quality of education services and contribute to improved student achievement (Sugiyono, 2013).

School information system management is an important component in modern and efficient school management. By utilizing information technology, schools can better manage data and information, improve operational efficiency and support more informed decision-making. Despite the challenges, the implementation of school information systems can be successful if supported by careful planning, commitment from school management and adequate training for all system users. Thus, an effective school information system can contribute significantly to improving the quality of learning and the overall quality of education.

b. Relevant and Innovative Curriculum Development

A relevant curriculum must be able to accommodate the development of science and technology and prepare students to face future challenges. The madrasah head must play an active role in developing a competency-based curriculum that focuses on developing students' skills and knowledge. According to (Arikunto, 2010), a competency-based curriculum can help students develop critical and creative thinking skills.

Effective curriculum development requires collaboration with various parties, including teachers, parents and the community. The madrasah principal must be able to coordinate these efforts to ensure that the curriculum developed is relevant and appropriate to the needs of students. Good collaboration can result in a curriculum that is more comprehensive and responsive to change.

Collaboration with Stakeholders

Collaboration with stakeholders is a key element in effective education management. Stakeholders in the context of education include various parties that have an interest or role in the education process, such as teachers, students, parents, communities, governments and the private sector. According to (Epstein, 2011), collaboration between schools and stakeholders can improve the quality of education and support holistic student development. Stakeholders can provide valuable input, resources, and support for schools.

The forms of collaboration with stakeholders that can be done by madrasahs include:

- a. Collaboration with Parents: Parents are key partners in a child's education. Schools can engage parents through regular meetings, effective communication and participation in school activities. For example, through parenting programs, parents can be equipped with knowledge on how to support children's education at home (Desforges, 2003).
- b. Collaboration with the community: The community around the school can play a role in providing a supportive environment for teaching and learning. Programs such as community service, social activities and participation in school events can strengthen the relationship between school and community (Henderson, 2002).
- c. Collaboration with the Government: The government has an important role in providing policies, regulations and resources for education. Schools should actively coordinate with the local education office to ensure education policies are properly implemented and necessary assistance is obtained (MoEC, 2019).
- d. Collaboration with the private sector: Companies and non-governmental organizations can provide support in the form of sponsorship, scholarships and internship programs. This collaboration can help improve school facilities and provide wider learning opportunities for students (Wheeler, 1992).

Collaboration with stakeholders will run better and more effectively, requiring special strategies. Strategies that can be used to improve the quality of collaboration with stakeholders are:

- a. Effective Communication: Schools should have effective communication channels with all stakeholders. The use of technology such as email, social media and communication apps can facilitate quick and efficient communication. In addition, regular face-to-face meetings are also important to discuss important issues and build strong relationships (Epstein, 2011).
- b. Active Stakeholder Participation: Schools need to invite stakeholders to actively participate in the planning and implementation of school programs. For example, parents can be involved in the school committee or as volunteers in extracurricular activities. This participation can increase ownership and commitment to the success of the school (Henderson, 2002).
- c. Transparency and Accountability: Schools should maintain transparency in the management and use of resources. Financial reports, evaluation results, and school

development plans should be accessible to stakeholders. This accountability can build trust and support from stakeholders (Lickona, 1991).

- d. Collaborative Program Development: Programs involving various stakeholders can be developed to support character education, life skills, and project-based learning. For example, collaborative programs with local companies for student internships or environmental programs involving the surrounding community (Nucci, 2008).

Good collaboration with stakeholders can bring various positive impacts to the school. First, collaboration can increase the resources available to schools, whether in the form of funds, facilities or manpower. Secondly, collaboration can enrich students' learning experiences through various activities and programs involving stakeholders. Third, good relationships with stakeholders can create a more positive and supportive learning environment, so that students feel more comfortable and motivated to learn (Desforges, 2003).

Despite the many benefits that can be gained, collaboration with stakeholders also faces several challenges. One of them is the difference in interests and expectations between schools and stakeholders. Therefore, effective communication is needed to equalize perceptions and goals. Another challenge is the limited time and resources to manage this collaboration. Schools need to set clear priorities and strategies to ensure that collaboration with stakeholders can run effectively (Wheeler, 1992).

The principal regularly holds meetings with the school committee, which consists of representatives from parents, teachers and the community. In addition, the madrasah also collaborates with local companies to provide internship programs for students. As a result, the madrasah has not only succeeded in improving the quality of education but also in building strong and supportive relationships with the surrounding community (MoEC, 2019).

Collaboration with stakeholders is an important aspect of effective education management. Through effective communication, active participation, transparency and collaborative program development, schools can build strong relationships with stakeholders. This collaboration can bring significant positive impacts, such as increased resources, richer learning experiences and a more positive learning environment. Despite the challenges, good collaboration with stakeholders can be achieved with the right strategy and commitment from all parties involved.

Integration of Character Education

Character education is an important aspect of curriculum development. The madrasah head should ensure that the curriculum developed does not only focus on cognitive aspects, but also covers affective and psychomotor aspects. Character education can help students develop moral, ethical and social values needed in daily life.

Character education is an integral part of the education system that aims to shape students' personalities who not only excel in academic aspects, but also have good morals and ethics. Character education plays an important role in building a generation with integrity, responsibility and ethics. Ki Hajar Dewantara stated that education is

actually an effort to advance human character, both aspects of thought, feeling, and will (Dewantara, 2013). This is in line with the views of John Dewey who emphasized the importance of education in developing characters that support democratic life (Dewey, 1916).

The integration of character education in schools can be done through various approaches. One of them is through a curriculum designed to incorporate character values in each subject. For example, in Indonesian lessons, students are not only taught language skills, but also values such as honesty, responsibility and cooperation. In addition, extracurricular activities are also an effective medium for developing student character. Through activities such as scouts, sports and arts, students learn about discipline, teamwork and leadership (Lickona, 1991).

Innovative madrasah principals are certainly able to integrate character education in the education and learning process in their institutions. To be more effective in integrating character education, madrasah principals can use the following strategies:

- a. **Integration in the Curriculum:** Character values should be integrated in every subject. For example, in history lessons, teachers can teach about figures who have high integrity and how they overcame various challenges.
- b. **Modeling by Teachers:** Teachers should be role models in showing good character. Teachers' daily attitudes and behaviors will serve as examples for students.
- c. **Use of Interactive Learning Methods:** Methods such as group discussions, role plays, and case studies can be used to actively instill character values.
- d. **Development of a Positive School Environment:** Schools should create an environment conducive to character development, such as a culture of mutual respect, caring, and honesty.
- e. **Parent and Community Involvement:** Character education is not only the responsibility of schools, but also parents and communities. Good cooperation between schools and families will strengthen students' character development (Nucci, 2008).

In Islamic education, the integration of character values is also very important. Character education in Islam is known as *tarbiyah* which includes moral and moral development in accordance with the teachings of the Qur'an and Hadith. Ibn Khaldun in his masterpiece *Muqaddimah* emphasizes the importance of *tarbiyah* as a holistic character building process, covering intellectual, emotional, and spiritual aspects (Ibn Khaldun, 2004). Character education in Islam aims to form individuals who are not only intelligent, but also have a noble personality and are responsible to Allah SWT and fellow humans.

The madrasah principal has a strategic role in integrating character education into the learning system. First, they should ensure that the school's vision and mission reflect the importance of character education. Second, they need to develop programs that support character development, such as religious activities, community service and social activities. Third, they should provide training for teachers to integrate character

values in their teaching. Fourth, madrasah principals need to conduct regular evaluations to ensure that the character education program is effective (Lickona, 1991).

The integration of character education has a significant positive impact on student development. First, students become more empathetic and caring towards others. Second, students show improvement in discipline and responsibility. Third, character education helps reduce negative behaviors such as bullying and violence in schools. Fourth, students who have good character tend to be more successful in their academic and social lives. And fifth, character education also helps students develop social and emotional skills that are important for their future success (Berkowiz, 2005).

Despite its importance, implementing character education is not easy and faces various challenges. One of the main challenges is consistency in the application of character values. Teachers and school staff must always be consistent in demonstrating and teaching these values. Another challenge is limited time and resources. Character education is often considered an add-on, not an integral part of the curriculum. In addition, external environmental influences, such as the media and peers, can also affect students' character development. Therefore, strong collaboration between schools, families and communities is needed to face these challenges (Nucci, 2008).

The integration of character education in the education system is essential to shape a generation that not only excels academically, but also has good morals and ethics. The madrasah principal has a strategic role in ensuring that character values are integrated in the curriculum and school activities. Despite facing various challenges, character education has a significant positive impact on student development. With a holistic approach and cooperation between school, family and community, character education can be implemented effectively to form a generation with character and responsibility.

Evaluation and Monitoring

Evaluation and monitoring are two important components in the education process that aim to ensure that educational goals are achieved effectively and efficiently. Evaluation refers to the process of assessing performance, program effectiveness and student learning outcomes, while monitoring is the activity of supervising and controlling the implementation of educational programs on an ongoing basis (Scriven, 1967). Through evaluation and monitoring, schools can identify strengths and weaknesses in the education process and take the necessary corrective measures (Stufflebearn, 2003).

Evaluation and Monitoring Steps

To evaluate and monitor the implementation of teacher learning in order to improve the quality of teacher learning in madrasahs, several steps can be taken, among others:

- a. **Teacher Performance Assessment:** Teacher performance evaluation is an important aspect in improving professionalism and teaching quality. This assessment covers various aspects such as material mastery, teaching methods, classroom management, and interaction with students. Evaluation tools can include classroom observation, peer assessment, and feedback from students. According to Danielson

(2007), a comprehensive performance appraisal can help teachers understand areas for improvement and encourage continuous professional development.

- b. **Assessment of Student Learning Outcomes:** Evaluation of student learning outcomes is conducted to measure the extent to which students have achieved the expected competencies. This assessment can be done through exams, assignments, projects and observations. Formative and summative assessments are used to get a comprehensive picture of student learning progress. (Bloom, 1968) states that formative evaluation serves to provide constructive feedback during the learning process, while summative evaluation assesses the final results after the learning process is complete.
- c. **Monitoring Professional Development Programs:** Teacher professional development programs should be monitored regularly to ensure that they are effective and have a positive impact on teaching quality. This involves collecting data on teacher participation, the quality of training and the impact on teaching practices. (Guskey, 2002) states that good monitoring should be based on clear indicators and accurate data.
- d. **Use of Technology for Monitoring:** Technology can be used to facilitate the monitoring and evaluation process. Learning management systems (LMS) and assessment applications can assist schools in collecting real-time data, analyzing performance and reporting evaluation results. For example, Google Classroom or Edmodo applications allow teachers to monitor student progress, provide feedback, and organize learning activities more efficiently (Bates, 2000).
- e. **Continuous Feedback:** Continuous and constructive feedback is essential in the evaluation and monitoring process. This feedback is not only given to teachers and students but also to all stakeholders involved in education. Through regular feedback, schools can continuously improve their programs and teaching strategies (Hattie, n.d.).
- f. **Program and Curriculum Evaluation:** Evaluation of school programs and curricula needs to be done to ensure their relevance and effectiveness. This involves analyzing the curriculum, teaching methods and student learning outcomes. Stakeholders such as teachers, students and parents can be involved in the evaluation process to gain a holistic perspective (Tyler, 1949).
- g. **Training and Capacity Building for Evaluators:** To ensure proper evaluation and monitoring, training for evaluators is required. This training includes skills in designing evaluation tools, analyzing data and providing feedback. Thus, evaluators can perform their duties more effectively and objectively (Scriven, 1967).

Implementation of Evaluation and Monitoring in Madrasah

To implement evaluation and monitoring strategies in madrasah, the madrasah head must ensure a structured and sustainable system is in place. Here are some steps that can be taken:

- a. Develop an evaluation and monitoring plan: The madrasah head should develop an evaluation and monitoring plan that includes objectives, performance indicators, evaluation methods, and implementation schedule.
- b. Form an Evaluation and Monitoring Team: The madrasah head needs to form a team consisting of teachers, administrative staff and parent representatives to carry out evaluation and monitoring activities. This team is responsible for collecting data, analyzing results, and preparing evaluation reports.
- c. Training for the evaluation team: Evaluation team members should be given adequate training on evaluation techniques, data analysis and the use of technology in the monitoring process.
- d. Use of Valid and Reliable Evaluation Tools: The evaluation tools used should be valid and reliable to ensure accurate and reliable results. Evaluation tools may include questionnaires, scoring rubrics, and digital assessment applications.
- e. Reporting and Follow-up: Evaluation and monitoring results must be reported transparently to all stakeholders. Based on the results, the madrasah head should take follow-up measures to improve the quality of education.

Positive Impact of Evaluation and Monitoring

Effective evaluation and monitoring can bring various positive impacts to the madrasah. First, through comprehensive evaluation, schools can identify areas for improvement and take appropriate action. Secondly, continuous monitoring ensures that the education program is running in accordance with the plans and goals that have been set. Third, constructive feedback can help teachers and students improve performance and learning outcomes. Fourth, evaluation and monitoring also increase accountability and transparency in education management (Stufflebeam, 2003).

Case Study: Implementation at Madrasah Aliyah Manbaul Ulum

To provide a concrete picture of the role of the madrasah principal as an innovator, this research also examines a case study at Madrasah Aliyah Manbaul Ulum. This madrasah has succeeded in improving the quality of learning through various innovations led by the madrasah head.

Teacher Professional Development

At Madrasah Aliyah Manbaul Ulum, the madrasah head regularly organizes workshops and training for teachers. The program is designed to improve teachers' competence in modern teaching methods and the use of educational technology. In addition, the madrasah principal also encourages teachers to attend educational seminars and conferences to broaden their horizons.

Application of Educational Technology

Madrasah Aliyah Manbaul Ulum has integrated various technologies in the learning process. Each classroom is equipped with interactive devices, and teachers are given intensive training in their use. The e-learning platform is also used to provide additional materials for students, allowing them to study outside of school hours.

Relevant and Innovative Curriculum Development

The head of madrasah at Madrasah Aliyah Manbaul Ulum works closely with teachers to develop a more relevant and engaging curriculum for students. The curriculum includes problem-based projects that encourage students to think critically and creatively. In addition, there are extracurricular programs designed to develop students' various skills, ranging from academic skills to social skills.

Evaluation and Monitoring

The head of madrasah at Madrasah Aliyah Manbaul Ulum conducts regular evaluation and monitoring of the learning process and teacher performance. A transparent and objective evaluation system is implemented to ensure that all teachers have the opportunity to improve and develop themselves. Evaluation results are also used as a basis for providing rewards and incentives to outstanding teachers.

Conclusion

The role of the madrasah principal as an innovator is very important in improving the quality of teacher learning. An innovative madrasah principal is able to create a dynamic and collaborative learning environment, which in turn contributes to improved student achievement. With appropriate strategies, such as continuous professional development, providing facilities and resources, constructive evaluation and feedback, and implementing educational technology, madrasah principals can encourage teachers to continuously improve the quality of their teaching.

In addition, relevant and collaborative curriculum development is also key to improving the quality of learning. The case study at Madrasah Aliyah Manbaul Ulum shows that with innovative leadership, the school can achieve significant improvements in learning quality. Therefore, madrasah principals need to continuously develop themselves and adopt innovative approaches to ensure that the education provided is always relevant and of high quality.

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