



The Role of Madrasa Heads in Improving the Quality of Islamic Religious Education

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Abstract

This study aims to reveal the madrasa head's role in improving the quality of Islamic religious education in Madrasah Ibtidaiyah. This goal is based on the existing problem that the madrasa head's duties are numerous. Therefore, his role in improving the quality of Islamic religious education needs to be the object of study. The research was conducted at Madrasah Ibtidaiyah Negeri (MIN) 3 Padang City. The research method is qualitative, with data collected through observation, interviews, and documentation studies. The results of the research are as follows *first*, the head of the madrasa plays a role in improving the quality of Islamic religious education in his position as an educator, such as realizing a conducive madrasa environment, directing madrasa residents to implement Islamic values in the madrasa environment, and involving Islamic religious educators in training activities or workshops so that The ability of educators is upgraded and in accordance with the times. *Second*, the supporting factors experienced by madrasa heads in improving the quality of Islamic religious education are the active cooperation and participation of all elements in the madrasa environment. The inhibiting factor for madrasa heads to improve the quality of Islamic religious education is that the managed DIPA funds are not balanced with the needs of madrasas.

Keywords: madrasa head's; manager; islamic religious education; educator

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Introduction

Law No. 20 of 2003 discusses the National Education System; article 3 Chapter II explains that the function of national education is to develop various capabilities in the framework of character formation and also a national civilization that has dignity as an effort to educate the nation,¹⁻² develop the potential of students so that they grow into good human beings. Fear and belief in the creator, have a noble attitude, have the knowledge, be healthy physically or spiritually, be creative, capable, independent, and be a democratic and responsible citizen.”³ This goal shows each resource's importance in carrying out its functions and duties following the mandate.

In this case, the mandate must be carried out properly by the parties involved to achieve educational goals. Because without the active participation of each party, it is impossible to achieve the stated educational goals. Therefore the teacher has a role as an educator and must carry out his primary duties as an educator and coach in helping the growth and development of students.⁴⁻⁵

Likewise, with the madrasah head or principal, his participation and active role in carrying out tasks by his primary duties is the basis for helping to achieve educational goals. The madrasa head has a massive role in helping to achieve educational goals.⁶ This role can be proven by involving all parties in attending training, workshops, and other activities.⁷ Madrasah heads can also take various strategies to improve the quality of education in madrasahs; the strategy in question is to consider the expected inputs and outputs.⁸

In order to improve the quality of Islamic religious education, academics have conducted many studies closely related to this theme. Syarbaini explained in his study that conceptually improving the quality of Islamic religious education must pay attention to aspects of students, educators, the curriculum used, facilities, and infrastructure.⁹ Hakim and friends revealed that the quality and quality of education is related to the compliance of managers of each educational institution with the policies set by the central government through education policies.¹⁰ Farihin and their friends explored improving the quality of Islamic religious education learning. At the same time, the aspects studied were related to classroom management. Therefore, their research concludes that

¹ Tatang Suratno, “The Education System in Indonesia at a Time of Significant Changes,” *Revue Internationale d'éducation de Sèvres*, no. II (2014), <https://doi.org/10.4000/ries.3814>.

² Muhammad Yusuf, Mahyudin Ritonga, and Mursal Mursal, “Implementasi Karakter Disiplin Dalam Kurikulum 2013 Pada Bidang Studi PAI Di SMA Islam Terpadu Darul Hikmah,” *Jurnal Tarbiyatuna* 11, no. 1 (2020): 49–60, <https://doi.org/10.31603/tarbiyatuna.v11i1.3437>.

³ B.M.A.S. Anaconda Bangkara et al., “Relevance of Education Policy and Implementation in Indonesia,” *Linguistics and Culture Review* 6, no. S5 (2022): 216–232, <https://doi.org/10.21744/lingcure.v6ns5.2156>.

⁴ Leslie S. Keiler, “Teachers’ Roles and Identities in Student-Centered Classrooms,” *International Journal of STEM Education* 5, no. 1 (2018), <https://doi.org/10.1186/s40594-018-0131-6>.

⁵ Sharon Kim, Mahjabeen Raza, and Edward Seidman, “Improving 21st-Century Teaching Skills: The Key to Effective 21st-Century Learners,” *Research in Comparative and International Education* 14, no. 1 (2019): 99–117, <https://doi.org/10.1177/1745499919829214>.

⁶ Hamdan, “Kepemimpinan Kepala Madrasah Dalam Pelaksanaan Program Kurikulum Di MTs Al Ittihadiyah Pangkalan Masyhur Medan,” *Universitas Islam Negeri Sumatera Utara* (Universitas Islam Negeri Sumatera Utara, 2022).

⁷ Salim et al., “Leadership Role of Madrasah Aliyah Head in Improving the Quality of Education,” *Tarbawi: Jurnal Keilmuan Manajemen Pendidikan* 7, no. 01 (2021): 25–32, <https://doi.org/10.32678/tarbawi.v7i01.4258>.

⁸ Uka Sugiri and Sya’roni Ma’shum, “The Leadership of The Head of Madrasah in Improving Quality of Education,” *Nidhomul Haq: Jurnal Manajemen Pendidikan Islam* 7, no. 2 (2022): 295–306, <https://doi.org/10.31538/ndh.v7i2.2184>.

⁹ Syarbaini, “Konsep Peningkatan Mutu Pendidikan Agama Islam,” *Al-Mabbats: Jurnal Penelitian Sosial Agama* 6, no. 1 (2021): 67–85.

¹⁰ Rosniati Hakim et al., “Institute Quality Improvement Through Management Training of Accreditation Preparation in TK Aisyiyah Bustanul Athfal Padang,” in *Proceedings of the International Conference of Early Childhood Education (ICECE 2019)*, vol. 44 (Advances in Social Science, Education and Humanities Research, volume 449, 2020), 55–65, <https://doi.org/10.2991/assehr.k.200715.012>.

improving the quality of learning can be done by planning everything that will be done, carrying out everything that has been planned, and evaluating the learning activities carried out.¹¹

In other aspects, research related to the role of the madrasa head, which is related to the theme of this research, is as follows. *First*, Salim concluded that the leadership of the madrasa head could not be separated from the quality of education. The head of the madrasa can improve the quality of education in madrasas by improving the quality and teacher professionalism.¹² *Second*, Umam conducted studies on improving the quality of education from the aspect of educational administration staff. From his study, he concluded that school principals could improve the performance quality of administrative personnel in the form of disciplinary character formation, fostering a responsive attitude, and conducting and providing guidance to administrative personnel.¹³ The link between this research and Umam's research is that theoretically and conceptually, the quality of education cannot be separated from the quality of administrative or educational staff.¹⁴⁻¹⁵

From the several studies found, there is space that has not been the focus of research, namely the role of the madrasa head in improving the quality of Islamic religious education in elementary schools. Therefore this space will be a material object studied in this study. This research was conducted because Madrasah Ibtidaiyah Negeri (MIN) 3 Padang City has quite brilliant achievements compared to equivalent educational institutions in Padang City. Therefore how is the role of the madrasa head important to disclose so that it can be used as an example or reference for managers of ibtidaiyah education levels or other elementary schools.

The scope described above is a comprehensive study, and to clarify the focus of this study, the researcher limits it to: *first*, the role of the madrasa head in improving the quality of Islamic religious education at MIN 3 Padang City; *second*, supporting and inhibiting factors in improving quality Islamic religious education at MIN 3 Padang City, third, the efforts made by the head of the madrasa in improving the quality of Islamic religious education at MIN 3 Padang City.

The research was carried out using a qualitative approach. In this case, the data collected and analyzed were in the form of words and sentences that are natural¹⁶ and not the result of a particular treatment.¹⁷ The data source for this research consisted of prime informants and additional informants. The prime informants were Islamic religious education teachers consisting of fiqh teachers, Aqidah Akhlak teachers, Islamic Cultural History teachers, and Quran Hadith teachers. The determination of this prime informant is based on their position, who knows much data related to the role of the madrasah head in improving the quality of Islamic religious education. The additional informant is the head of the madrasah, and the position of the additional informant is to confirm the data obtained from the prime informant.

¹¹ Farihin Farihin, Eem Ubada Al Mudzaifah, and Ahmad Arifuddin, "Improving the Quality of Islamic Religious Education Learning through Class Management in Elementary Schools," *Al Ibtida: Jurnal Pendidikan Guru MI* 9, no. 1 (2022): 171–186, <https://doi.org/10.24235/al.ibtida.snj.v9i1.10858>.

¹² Salim et al., "Leadership Role of Madrasah Aliyah Head in Improving the Quality of Education."

¹³ Muhamad Khoirul Umam, "Leadership of Madrasah Heads in Improving the Quality of Administration Performance," *Jurnal Al-Hikmah* 8, no. 2 (2020): 45–66.

¹⁴ Rasfiuddin Sabaruddin, Galih Firdaus, and Hafid Bahar, "Improving the Quality of Education Through Higher Education Management," *Jurnal Kewarganegaraan* 6, no. 2 (2022): 4649–4658, <https://doi.org/10.32014/2018.2224-5294.40>.

¹⁵ Elvasusanti Elvasusanti, Syamsudduha Syamsudduha, and Ulfiani Rahman, "The Effect of Madrasah Head Leadership Style and Work Motivation on Work Discipline of Madrasah Aliyah Teachers," *Jurnal Ilmiah Ilmu Administrasi Publik* 9, no. 1 (2019): 1–8, <https://doi.org/10.26858/jiap.v9i1.9312>.

¹⁶ Yvonne Kiki Nchanji, Patrice Levang, and Riina Jalonen, "Learning to Select and Apply Qualitative and Participatory Methods in Natural Resource Management Research: Self-Critical Assessment of Research in Cameroon," *Forests Trees and Livelihoods* 26, no. 1 (2017): 47–64, <https://doi.org/10.1080/14728028.2016.1246980>.

¹⁷ Lesley Eleanor Tomaszewski, Jill Zarestky, and Elsa Gonzalez, "Planning Qualitative Research: Design and Decision Making for New Researchers," *International Journal of Qualitative Methods* 19 (2020): 1–7, <https://doi.org/10.1177/1609406920967174>.

The time for research was carried out from September 2021 to February 2022. This time was allocated for research administration, initial data collection, data collection, data verification, data analysis, and conclusion. This approach this study used observation, interviews, and documentation studies as data collection techniques. Observation is used to obtain raw data in the madrasah ibtidaiyah environment.¹⁸ The interviews were used to obtain data from informants verbally,¹⁹ and the interview technique used was unstructured interviews. At the same time, the documentation study is used to find data stored in each document relevant to this research's theme. To carry out an analysis of the data collected, the researcher used interactive data analysis techniques.²⁰ Research data analysis was carried out since data collection and verification were carried out in line with the ongoing implementation of the research.²¹

Result and Discussion

From a structural or organizational perspective, the head of the madrasa is the highest position in the madrasah institution. Madrasah heads are equipped with several competencies that must be possessed in carrying out the educational process.²² These competencies can support the implementation of education in a predetermined place. Thus the head of MIN 3 madrasah has tried to carry out the task by fostering all human resources in the MIN 3 environment of Padang City so that the targeted vision and mission of the madrasa are achieved. Therefore the madrasa head continues to strive to carry out his roles, responsibilities, and duties as a MIN 3 Padang City leader under any circumstances. As explained in the hadith of the Prophet Muhammad:

أَلَا كُلكُمْ رَاعٍ وَكُلكُمْ مَسئُولٌ عَن رَعِيَّتِهِ فَالْأَمِيرُ الَّذِي عَلى النَّاسِ رَاعٍ وَهُوَ مَسئُولٌ عَن رَعِيَّتِهِ وَالرَّجُلُ رَاعٍ عَلى أَهْلِ بَيْتِهِ وَهُوَ مَسئُولٌ عَنهم وَالْمَرْأَةُ رَاعِيَةٌ عَلى بَيْتِ بَعْلِها وَوَلَدِهِ وَهي مَسئُولَةٌ عَنهم وَالْعَبْدُ رَاعٍ عَلى مَالِ سَيِّدِهِ وَهُوَ مَسئُولٌ عَنه أَلَا فَكُلكُمْ رَاعٍ وَكُلكُمْ مَسئُولٌ عَن رَعِيَّتِهِ

All of you are shepherds and each of you is responsible for his flock. The amir of a people is a shepherd and he is responsible for his flock. A man is the shepherd of the people of his house and he is responsible for his flock. A man's slave is the shepherd of his master's property and he is responsible for it. Each of you is a shepherd and each of you is responsible for his flock.

From the hadith above, it can be understood that all humans are leaders according to their respective positions and duties. Therefore every human task and function must be carried out correctly because they will be accountable one day before Allah.

The madrasa head who gets the mandate is a leadership position that has an important role and position in the building and realizing the goals and objectives of education in the madrasa that have been set. Therefore, the ability to be in a position as a managerial, motivator, and evaluator for all activities in madrasas must be carried out as regulated in policy established by the institution giving the mandate. From the information obtained, the head of the madrasa at MIN 3 Padang City has carried out and given a significant role in improving the quality of Islamic religious education. From the data found, the following emphasizes the role of the madrasa head in improving the quality of Islamic religious education at MIN 3 Padang, as shown in table 1 below:

¹⁸ Brigitte Smit and Anthony J. Onwuegbuzie, "Observations in Qualitative Inquiry: When What You See Is Not What You See," *International Journal of Qualitative Methods* 17, no. 1 (2018): 1–3, <https://doi.org/10.1177/1609406918816766>.

¹⁹ Loraine Busetto, Wolfgang Wick, and Christoph Gumbinger, "How to Use and Assess Qualitative Research Methods," *Neurological Research and Practice* 2, no. 1 (2020), <https://doi.org/10.1186/s42466-020-00059-z>.

²⁰ Anisha Ananth and Suriamurthee Maistry, "Invoking Interactive Qualitative Analysis as a Methodology in Statistics Education Research," *The Journal for Transdisciplinary Research in Southern Africa* 16, no. 1 (2020): 1–12, <https://doi.org/10.4102/td.v16i1.786>.

²¹ Mariette Bengtsson, "How to Plan and Perform a Qualitative Study Using Content Analysis," *NursingPlus Open* 2 (2016): 8–14, <https://doi.org/10.1016/j.npls.2016.01.001>.

²² Umul Hidayati, "Kompetensi Kepala Madrasah Aliyah," *EDUKASI: Jurnal Penelitian Pendidikan Agama Dan Keagamaan* 10, no. 2 (2012): 186–200, <https://doi.org/10.32729/edukasi.v4i3.411>.

Table 1: The Role of the Head of MIN 3 Padang City in Improving the Quality of Islamic Religious Education

No.	Role	Description
1.	Educator	Participate in carrying out duties as an educator by using methods and media that are by learning objectives
2.	Build a conducive atmosphere	The atmosphere of madrasa environment is built in a conducive, comfortable environment for every resource in MIN 3 Padang City
3.	Conduct training for Education Personnel	The head of the madrasa guides academic staff to improve the quality of service to all people in the madrasah environment.
4.	Improving the competence of educators	The head of the madrasa provides facilities for every educator without exception for Islamic religious education to attend any training and workshops to improve educators' competence.
5.	Increase the quantity and quality of facilities	The head of the madrasa always seeks to improve the facilities and infrastructure needed to support the implementation of Islamic religious education learning.

Table 1 above shows that the head of MIN 3 Padang City plays a role in improving the quality of Islamic religious education through five categories. *First*, in his position as a teacher, the head of the madrasa plays an active role in improving the quality of Islamic religious education learning. In this case, the head of the madrasa, as an educator, carries out his duties as a person who plays an active role in learning. This is to the data found that the head of the madrasa continues to carry out his duties as an educator. Based on the data above, the role of the head of the madrasah as teaching staff is to improve the quality of education. This is to the findings of several research results, which confirm that the position of the madrasah head as an educator is proven to be able to improve the quality of learning.²³ The head of the madrasa has a significant role in improving teachers' abilities.²⁴ Based on this description, it can be emphasized that the head of MIN 3 Padang City has a role as an educator in improving the quality of Islamic religious education.

Second, the head of the madrasah builds a conducive climate. The environmental conditions of educational institutions that are conducive are an indicator that activities are going well without exception for quality and quality learning processes. From the results of interviews conducted with informants at MIN 3 Padang City, it was found that the madrasa head built the madrasa climate in various ways, such as involving all resources in activity meetings within the madrasa environment, placing and assigning resources according to the ability. Then placement is carried out fairly, transparently and builds communication with all parties.

The interview data above follows the observations made, which show that in the meeting activities elements of the leadership, teachers, and education staff participate actively. The results of this observation are in accordance with a study of data analysis of documents, namely in the list and meeting agenda. It was found that participants attending the meeting welcoming the even semester of the 2021/2022 academic year involved the head of the madrasa, teachers, and education staff.

The role of the madrasa head in improving the quality of Islamic religious education in the form of building a madrasa climate is an important matter. This view is based on several conclusions

²³ Muhammad Ahsanul Fikri and Wahyudi, "Peran Kepala Madrasah Dalam Meningkatkan Kinerja Guru Di MIN 3 Demak," *Jawda: Journal of Islamic Education Management* 2, no. 2 (2021): 1–20, <https://doi.org/10.21580/jawda.v2i2.2021.10558>.

²⁴ Sarmi Sinta Putri and Safri Mardison, "Madrasah Principal Leadership Role in Improving Teachers' Performance," *Journal of Islamic Education Students (JIES)* 1, no. 1 (2021): 10–18, <https://doi.org/10.31958/jies.v1i1.3192>.

and research results that reveal that educational institutions' climate and environment must be conducive.²⁵⁻²⁶ Because with a conducive madrasa climate, enthusiasm for work will be awakened, and enthusiasm for carrying out tasks for every person in the madrasa.²⁷⁻²⁸

Third, to improve the quality of Islamic religious education in the MIN 3 Padang City, the head of the madrasa routinely guides academic staff. In this case, it can be seen from the observations of researchers proving that the head of the madrasa continuously guides how to communicate, dress and act. According to the informant, the academic staff at MIN 3 Padang City do not come from a religious background; therefore, coaching to dress and communicate according to Islamic teachings must be carried out by the head of the madrasa.

One of the roles of the principal as an educator is to advise all madrasah residents. This was carried out by the head of MIN 3 Padang City in the following ways: (1) Conducting coaching personally and in groups when there were obstacles and the performance of the madrasa residents was not optimal. (2) Providing advice through good examples to madrasa residents, such as discipline in terms of time, work, and actions. (3) Convey all relevant regulations that madrasa residents must follow. (4) Provide advice and sanctions for madrasa residents who violate the rules. (5) Guiding and directing madrasa residents who experience difficulties and problems. The motivation and encouragement given by the head of the madrasa to its members positively impact the performance and competence of teachers and madrasa residents. The method used by the head of MIN 3 Padang City to encourage teachers to increase the quality of education at MIN 3 Padang City is to support teachers to continue their education at a higher level.

Fourth, the head of the madrasa in improving the quality of Islamic religious education in the MIN 3 Padang City environment plays a role in increasing educators' competence. Research data shows that madrasa heads take turns providing opportunities for all teaching staff to participate in various activities to increase teacher competency. The informant revealed that he had received an assignment letter from the head of the madrasah to attend a workshop held by the ministry of religion in the city of Padang. Another informant also revealed that he had been assigned to take part in a training organized by AGPAII (Association of Indonesian Islamic Religious Education Teachers) for the West Sumatra Region.

From the data above, it can be concluded that the head of the madrasa has a role in improving the quality of Islamic religious education by increasing teacher competence. It is said so because the quality of education and learning cannot be separated from the teacher's competence. When teachers have competence, the quality of education will also increase, conversely,²⁹⁻³⁰ when teachers do not have competence, the quality of education can even decrease.

Fifth, the head of MIN 3 Padang City plays a role in improving the quality of Islamic religious education by increasing the quantity and quality of infrastructure. The head of the madrasa seeks to generate school operational assistance funds (BOS) under statutory regulations and allocates

²⁵ Riwu Wulan and Wira Sanjaya, "Developing Positive School Climate for Inclusive Education," *Journal of Education for Sustainability and Diversity* 1, no. 1 (2022): 54–66, <https://doi.org/10.57142/jesd.v1i1.6>.

²⁶ Janet VanLone et al., "A Practical Guide to Improving School Climate in High Schools," *Intervention in School and Clinic* 55, no. 1 (2019): 39–45, <https://doi.org/10.1177/1053451219832988>.

²⁷ Jessika H. Bottiani et al., "Triangulating School Climate: Areas of Convergence and Divergence Across Multiple Levels and Perspectives," *American Journal of Community Psychology* 65, no. 3–4 (2020): 423–436, [doi:10.1002/ajcp.12410](https://doi.org/10.1002/ajcp.12410).

²⁸ Yusuf F. Zakariya, "Effects of School Climate and Teacher Self-Efficacy on Job Satisfaction of Mostly STEM Teachers: A Structural Multigroup Invariance Approach," *International Journal of STEM Education* 7, no. 1 (2020), <https://doi.org/10.1186/s40594-020-00209-4>.

²⁹ Benjamin Fauth et al., "The Effects of Teacher Competence on Student Outcomes in Elementary Science Education: The Mediating Role of Teaching Quality," *Teaching and Teacher Education* 86 (2019): 102882, <https://doi.org/https://doi.org/10.1016/j.tate.2019.102882>.

³⁰ Tisnelly, Mahyudin Ritonga, and Aguswan Rasyid, "The Competency of Islamic Education Teachers in Madrasah Ibtidaiyah 1 West Pasaman After Certification," *Ruhama: Islamic Education Journal* 3, no. 1 (2020): 45–56, <https://doi.org/10.31869/ruhama.v3i1.1940>.

them according to regulations. Based on the data, one of the aspects that is the target of using school operational assistance funds (BOS) at MIN 3 Padang City is to complete facilities and infrastructure. This is also in line with some of the research results concluded by previous researchers who emphasized that the fulfilment of facilities and infrastructure will improve the quality of education.³¹⁻³²

The Head of MIN 3 Padang City has the potential to manage the curriculum. This potential can be seen from the ability to manage student administration, personnel administration, administration of various archives, administration of infrastructure facilities, and administration of funds. These various activities are carried out efficiently to encourage and support madrasah productivity. Then, the Head of MIN 3 Padang City provided direction and guidance to all madrasa residents and encouraged the progress of madrasas in realizing goals and expectations. The madrasa head is a leader who has an important role or function in developing the quality of education in the madrasa. The quality of a leader will have implications in forming harmonious cooperation, morale, interest in educational development, pleasant working conditions, and the development of the professional quality of each teacher.

The madrasa head has responsibilities related to the environment around the madrasa. One thing that must be done is to properly carry out the functions of educational administration, which include planning, compiling, directing, organizing, and managing employees. Based on the data collected, the Head of MIN 3 Padang City can manage curriculum, personnel administration, student administration, archives administration, infrastructure facility administration, financial administration, and establishing good friendships between school committees, madrasa residents, and the community. These activities are carried out by the head of the madrasa efficiently to support the productivity of the madrasa.

Supporting and Inhibiting Factors of Madrasah head in Improving the Quality of Islamic Religious Education

To achieve something want there will be supporting and inhibiting factors, likewise, in improving the quality of madrasah education. The inhibiting factors for improving the quality of education at MIN 3 Padang City must be studied so that in the future the Indonesian people can strive to improve the quality of education and compete healthily in the modern era. The World Bank states that there are four factors identified as obstacles to the development of the quality of education in Indonesia as follows:

First, the complexity of educational organizations: (1) The Ministry of National Education has responsibilities relating to educational materials, assessment of textbooks, and teaching materials. (2) The Ministry of Home Affairs has responsibilities relating to material resources, workforce, and other sources. (4) The Ministry of Religion supervises and fosters public or private religious education institutions. This dualism has implications for the lack of clarity in managerial roles and the division of responsibilities, delays and a disaggregated financing system, and there is a struggle for authority among teachers.

Second, management practices are still centralized at the junior high school level. Financing planning carried out by the central government involves many departments. This is an obstacle to achieving the goal of compulsory education.

Third, budgeting in practice is still rigid and divided. The complexity of organizations that have prepared budgets for development and the increasing difficulty in managing the education sector. Depdiknas, Bappenas, serta Depagri, dan Depag, in preparing the education budget. This has negative implications, namely there is no regular assessment of real needs, there is no clear accountability by the unit and there is no guarantee that funds will be distributed evenly and correctly.

³¹ Diannisa Rizky, Neti Karnati, and Supadi Supadi, "Management of Educational Facilities and Infrastructure in Islamic Junior High School," *Journal of Education Research and Evaluation* 6, no. 1 (2022): 26–35, <https://doi.org/10.23887/jere.v6i1.37070>.

³² Peter Barrett et al., *The Impact of School Infrastructure on Learning, International Development In Focus The Impact of School Infrastructure on Learning*, 2019, doi:10.1596/978-1-4648-1378-8.

Fourth, the ineffectiveness of madrasah management. As the leading actor, the head of the madrasa has been unable to improve the quality of the madrasa because he is not equipped with good material and leadership skills. The next cause is the lack of training and recruitment of school principals who are not based on their potential to become professional leaders.³³

The low quality of education is not only motivated by the disproportionate distribution of roles for madrasah heads, the process of planning and implementing an inadequate curriculum system. In addition, the assessment system is not positioned and planned as an integral part of the curriculum and educational tools.³⁴ Research results found that low quality education can be caused by various sources, including irrelevance of building management, bad curriculum design, unfavourable work environment, inappropriate procedures, management systems, insufficient class hours, and a lack of human resources such as staff.³⁵⁻³⁶

In addition to the factors mentioned above as obstacles to improving the quality of MIN 3 Padang City, there are other inhibiting factors. This factor is the problematic management of Budget Execution List (DIPA) funds by the Ministry of Religion. These problems include inadequate facilities and infrastructure, lack of focus, laptops, computers, printers, and fans. In addition to the obstacles in improving the quality of education at MIN 3 Padang City by the school principal, there are also supporting factors as a quality school. These supporting factors are the number of students increasing every year, the quality of educators increasing, school performance increasing, many educators, many students, adequate infrastructure, strategic school location, good service, and teachers teaching well.

Efforts of Madrasa Heads to Improve the Quality of Islamic Religious Education

Efforts to improve the quality of education are carried out by taking various steps, namely:³⁷ (1) unifying commitment by madrasa heads, teachers, and stakeholders in the vision, mission, and goals. (2) Strive for various programs to improve madrasas' quality in teaching, curriculum, student development, teacher development, infrastructure, finance, and collaboration with madrasah stakeholders. (3) Madrasa administrative services are improved. (4) Increase the effectiveness of the madrasa head in leading. (5) There are graduate quality standards. (6) There is extensive and good cooperation. (7) Structuring a sound madrasah work system. (8) Creating a conducive madrasah culture and climate.³⁸⁻³⁹

³³ Adjat Sudrajat and Cahya Syaodih, "The Implementation Of Education Management Standards In Improving The Quality Of Graduates Of Madrasah Tsanawiyah In Karawang," *International Journal of Educational Research & Social Sciences* 3, no. 5 (2022): 1879–85, <https://doi.org/10.51601/ijersc.v3i5.499>.

³⁴ Irda Sukma Murni Telaumbanua, Syamsu Nahar, and Azizah Hanum, "Curriculum Management in Islamic Religious Education in Madrasah Ibtidaiyah Negeri," *Scaffolding: Jurnal Pendidikan Islam Dan Multikulturalisme* 4, no. 1 (2022): 228–237, doi:10.37680/scaffolding.v4i1.1254.

³⁵ Stephen Karl F. Briones et al., "Factors Affecting the Students' Scholastic Performance: A Survey Study," *Indonesian Journal of Educational Research and Technology* 2, no. 2 (2022): 97–102, <https://doi.org/10.17509/ijert.v2i2.41394>.

³⁶ Fitria Sartika et al., "Online Learning in the Low Internet Area, Planning, Strategies and Problems Faced by Students During the Covid-19 Period," in *Artificial Intelligence for COVID-19*, ed. Diego Oliva, Said Ali Hassan, and Ali Mohamed (Cham: Springer International Publishing, 2021), 413–21, https://doi.org/10.1007/978-3-030-69744-0_23.

³⁷ Cipta Pramana et al., "Strategies to Improved Education Quality in Indonesia: A Review," *Syabaruddin Syabaruddin Turkish Online Journal of Qualitative Inquiry (TOJQI)* 12, no. 3 (2021): 1977–1994, <https://www.tojq.net/index.php/journal/article/view/1615>.

³⁸ Syafaruddin Syafaruddin, Salim Salim, and Zulfikar Pasaribu, "School Climate in Improving Conducive Learning Quality in MIN 2 Sibolga," *Al-Ta Lim Journal* 27, no. 3 (2020): 236–249, <https://doi.org/10.15548/jt.v27i3.623>.

³⁹ Mukhtar Latief et al., "The Influence of Leadership, Supervision and Organizational Climate of Madrasas on Students' Extracurricular Achievements State Aliyah Madrasah in Jambi Province," *American Journal of Multidisciplinary Research & Development (AJMRD)* 03, no. 10 (2021): 36–53.

Efforts to improve the quality of education at MIN 3 Padang City, according to the data found, several things have been made, as shown in table 2 below:

Table 2: Efforts of Madrasa Heads to Improve the Quality of Islamic Religious Education

No.	Effort	Activity Description
1.	Curriculum Development	The head of the madrasa involves elements of the madrasa in curriculum development according to central government policies and community needs
2.	Providing madrasa textbooks	BOS funds received by madrasas are allocated to meet equipment such as textbooks for students at madrasas
3.	Media preparation	The head of the madrasa provides the teaching aids educators and students need. However, in this case, it must be done from the submission of subject tutors
4.	Involve students in various events held by various parties	The head of the madrasa actively gives teachers assignments to train students to participate in various events organized by various parties.
5.	Establish policies that encourage the implementation of Islamic values	The head of the madrasa establishes several policies to measure and evaluate the implementation of Islamic teachings in the madrasa environment, such as the policy of obligatory congregational prayers equipped with a prayer record book
6.	Discipline determination	Policies are taken in terms of upholding discipline for both educators and students.

The data in table 2 above shows that the head of MIN 3 Padang City has made various efforts to improve the quality of Islamic religious education as an educational institution. From the data found, the efforts made by the head of MIN 3 Padang City include: *first*, curriculum development; the meaning, in this case, is that MIN 3 Padang City always makes innovations related to the curriculum, innovation is carried out by taking into account the development of policies set by the government center. Developing a curriculum is part of an effort to improve the quality of education because everything related to the implementation of education and teaching always refers to the existing curriculum.⁴⁰⁻⁴¹

Second, the head of the madrasa seeks to increase the number of books students need in Islamic religious education. This provision can be seen from the completeness and availability of books for each PAI subject in the MI Negeri 3 library, Padang City. *Third*, the head of the madrasa strives for the availability of the media needed by educators in organizing learning. The availability of the media always begins with the submission of each teacher. *Fourth*, sending students to activities or events held by various institutions is intended as self-actualization in demonstrating abilities in Islamic religious education.

Fifth, establish policies that lead to implementing Islamic values in everyday life. This policy does apply to students and educators. *Sixth*, enforcement of discipline. In this case, the head of MIN 3 Padang City establishes a policy so that all parties within the MIN 3 environment comply with

⁴⁰ Erny Widiyah Agustin and Sugiyono, "Development of Curriculum 2013 as an Effort to Improve the Quality of Education in Indonesia," in *3rd International Conference on Current Issues in Education (ICCIE 2018)*, vol. 326, 2019, 178–182, doi:10.2991/iccie-18.2019.32.

⁴¹ Amirul Islam, "Improving Educational Quality Through Curriculum Development: An Empirical Investigation Using Stakeholder Feedback Data," *Journal of Education* 199, no. 2 (April 2019): 69–82, <https://doi.org/10.1177/0022057419848370>.

each discipline set. This discipline includes various aspects, such as discipline in attendance, discipline in dress, discipline in behavior, and discipline in speech. These efforts have impacted improving the quality of Islamic religious education in the MIN 3 Padang City environment. This can be seen in the personalities of all madrasa residents who understand Islamic teachings and apply them in everyday life.

Conclusion

Under the description of the results of the research and the discussion that has been carried out, it can be concluded that: First, the Head of MIN 3 Padang City has shown his role in improving the quality of Islamic religious education through his duties as an educator, building a conducive madrasah environment, facilitating teaching and education staff to improve competence them, increasing the quantity and quality of facilities and infrastructure. Second, the supporting and inhibiting factors for madrasah heads in improving the quality of Islamic religious education at MI Negeri 3 are: (1) supporting factors for establishing strong cooperation between all madrasah members, (2) inhibiting factors for the limited BOS funds received by madrasahs. Third, the efforts made by the madrasah head in improving the quality of Islamic religious education at MIN 3 Padang City are innovating the curriculum, completing required textbooks, providing learning media, involving students in every activity, establishing Islamic teaching policies, implementing teaching values Islam, and applying discipline to madrasa residents.

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