

Leadership Strategies of Madrasah Heads in Meeting Educational Facilities and Infrastructure Needs at MDTA Al-Kahfi Cipunagara

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Abstract: This study investigates the strategies used by the head of the madrasah to meet the educational facilities and infrastructure needs at Madrasah Diniyah Takmiliah Awaliyah (MDTA) Al-Kahfi Cipunagara. The background of the research indicates that rural madrasahs face limitations in resources and government support, thus strategic leadership is necessary to sustain the learning process. This research aims to examine the issues faced by the head of the madrasah, the leadership strategies they employ, and how these factors impact the availability of educational facilities. The head of the madrasah, teachers, administrative staff, the madrasah committee, and students' parents served as informants in this qualitative research, which utilized in-depth interviews, participatory observation, and documentation studies. The results of the study reveal that the main issues facing MDTA Al-Kahfi include limited budgets, insufficient government assistance, a lack of basic infrastructure, and a lack of community awareness the importance of educational facilities. To achieve this, the head of the madrasah implements participatory, collaborative, and flexible leadership. They do this by leveraging local potential, creating grant proposals, encouraging community support, and innovating by using available resources. This strategy can enhance a sense of shared ownership, increase community participation, and maintain the fulfillment of limited means.

Keywords: madrasah leadership, infrastructure management, Madrasah diniyah.

Introduction

It is very important for principals to manage all educational resources, including teachers, educators, and school facilities. Principals are responsible for all school activities, which means they are responsible for its success. However, the success of a principal depends on their ideas about leadership and how to provide work facilities for school employees, especially educators. Work facilities are resources provided by schools to employees to assist in the educational process. School facilities greatly affect teacher performance (Sahrul et al., 2022). All processes of procuring and utilizing elements that are directly or indirectly involved in the educational process to achieve educational goals effectively and efficiently are

known as educational infrastructure management. This shows that the infrastructure available in madrasahs must be well managed for the sake of the learning process.

The principal must ensure adequate work facilities to support the implementation of the main tasks and functions of the educational staff at the school. According to Widiansyah, the principal must be able to manage educational facilities at the school to help educational staff obtain adequate and efficient work facilities, thereby improving the quality of work of educational staff (Widiansyah, 2018). In the school or madrasah educational environment, it is not uncommon for problems to arise with the maintenance of work facilities for educators that do not function properly. The principal must strive to resolve these issues. The

principal is responsible for the planning, procurement, organization, and supervision of work facilities. Educators themselves are members of the community who are committed and appointed to support education. According to Article 39 paragraph (1) of UUPS No. 20 of 2003, the responsibility of educational personnel is to carry out administrative, management, development, supervision, and technical service activities to support the educational process in educational institutions (Hayati et al., 2023).

Education is a strategic component in national development, and its existence depends on good leadership. This is especially true for educational institutions such as madrasahs. Madrasah principals have a great responsibility to ensure high-quality learning processes at the madrasah level. However, the reality on the ground shows that many madrasahs face limitations in terms of resources and infrastructure. In rural areas such as Cipunagara, this problem becomes even more difficult because support from the government and the community is often lacking. Therefore, the leadership approach applied by madrasah principals is very important in overcoming obstacles and encouraging the availability of adequate educational facilities. Many studies discuss leadership in education conceptually. According to (Al Syaifullah et al., 2021), school principals are not only administrators but also intelligent leaders who are able to mobilize resources and build networks. Previous studies have shown that using the right leadership approach can improve the quality of educational services even with limited resources.

This requires further research on how madrasah principals develop such strategies in the context of MDTA and other non-formal madrasahs. The purpose of this study is to explain the leadership strategies of madrasah principals in managing school administrative human resources. It will also analyze the problems faced by madrasah principals and how this affects the fulfillment of educational facilities and infrastructure needs. This study focuses on the following issues: How difficult is it for madrasah principals to meet the educational facilities and infrastructure needs of MDTA Al Kahfi Cipunagara? How do madrasah principals' leadership approaches address these limitations?

And how do these approaches impact the provision of educational facilities? It is hoped that this study will contribute to the process of developing a school administrative personnel management system based on strategic leadership at the elementary level.

Materials and Methods

This study was conducted at Madrasah Diniyah Takmiliah Awaliyah (MDTA) Al-Kahfi Cipunagara, an Islamic educational institution located in the rural area of Cipunagara. The focus of this study was the problems and approaches to managing resources in an environment with limited resources. This location was chosen because of its unique characteristics, which allowed researchers to see firsthand how the principal adapts and innovates with limited resources (Zulfa, 2023). This research focuses on the leadership strategies of the madrasah principal in providing educational facilities and infrastructure. To ensure the availability of facilities that support teaching and learning activities, this includes finding initiatives, making decisions, and interacting with various stakeholders, both internal and external. To find tactics to be implemented, it is important to look closely at daily practices and understand the dynamics of the local community. The environment at MDTA Al-Kahfi shows how good leadership can turn obstacles into opportunities by developing strategic collaborations and utilizing local potential. This study not only attempts to explain these strategies but also analyzes how effective they are in improving the quality of education in madrasahs (Tamam & Syaefudin Sa'ud, 2016).

The qualitative case study method was used in this study because it is highly relevant for understanding social phenomena comprehensively and revealing the meaning and interpretation of the actions and experiences of the research subjects. This approach allows researchers to delve into complex contexts, identify aspects of social interaction, and understand the opinions of participants without measuring variables quantitatively (Kusumadewi & SP, 2023). This case study aims to provide a broad contextual understanding of leadership strategies at MDTA Al-

Kahfi Cipunagara. Case studies are particularly effective in cases where the boundaries between phenomena and their contexts are unclear. Researchers can create a complete narrative of how the head of the madrasah performs his duties to provide facilities and infrastructure by combining interviews, observations, and documents (Yusuf et al., 2022). This method allows for flexible data collection and analysis, resulting in findings that are in-depth and relevant to the situation in the field.

Primary and secondary data were obtained directly from the research subjects through their interactions in the field. The main subject is Al-Kahfi Cipunagara, the principal of MDTA madrasah, who is an important informant due to his significant role in the formulation and implementation of strategies. In addition, teachers, administrative staff, the madrasah committee, and student parent representatives also serve as informants to obtain diverse perspectives on the need for facilities and infrastructure and the effectiveness of the strategies implemented. Their perspectives provided a broad understanding of the madrasah's difficulties and successes. Documentary data such as financial reports, planning documents, correspondence archives on facility procurement, photos of facilities, and meeting minutes were some examples of the types of data collected (M.Pd.I et al., 2021). Other types of data included field notes and verbal data from interviews. In addition, to provide a broader context, secondary data such as madrasah profiles, history of establishment, and education-related regulations were collected. This combination of primary and secondary data is essential to ensure data triangulation, which enhances the credibility and validity of the research results.

Participatory observation, documentation studies, and in-depth interviews were used to collect data in this study. Semi-structured in-depth interviews with key informants were conducted to obtain detailed information about leadership strategies, problems encountered, resources used, and the impact of efforts to fulfill facilities and infrastructure. To allow informants to share their experiences and perspectives freely, the questions asked were adjusted to the flow of conversation (Ira Hamidatul Apiah et al., 2023). By observing activities at the madrasah directly, participatory

observation could be carried out. These activities included interactions between the madrasah principal and staff, students, and the community, as well as the condition of facilities and infrastructure. To improve their understanding of the social and operational context, the researchers sought to immerse themselves in the madrasah environment by noting relevant actions, discussions, and events. Finally, documentary research involves the collection and analysis of various written and visual documents related to the management of facilities and infrastructure; this includes meeting notes, procurement proposals, inventory reports, and photos of facilities. These three methods work together to ensure that the data obtained is rich, accurate, and accountable (Farihin, 2023).

During the data collection process, research data analysis was conducted inductively and continuously, using a thematic analysis approach. This process began with the transcription of interview data and the creation of field notes about things observed in the field. Next, the collected data was read repeatedly to find patterns, main themes, and categories related to the research subject. The researchers used open coding to determine initial ideas, axial coding to connect categories, and selective coding to develop larger core themes. Method and source triangulation (comparing observations, documents, and interview results) increased the validity of the data. The findings were evaluated by linking the results to the theoretical framework of infrastructure management and leadership. In addition, the analysis was conducted with specific consideration of the context of MDTA Al-Kahfi Cipunagara. The purpose of this analysis was to create a consistent narrative about the leadership strategies of the madrasah principal, identify supporting and inhibiting factors, and formulate theoretical and practical implications of the results.

Results and Discussion

Challenges in fulfilling educational facilities and infrastructure at MDTA Al-kahfi Cipunagara

Research conducted at MDTA Al-Kahfi Cipunagara shows that the fulfillment of educational facilities

and infrastructure faces many significant problems. Some of these include a lack of financial resources, insufficient government support, and the madrasah's geographical location. In particular, the main results show that the availability of basic facilities such as adequate classrooms, proper sanitation, and complete teaching aids are still significant obstacles. In addition, very few people have access to information technology, such as computers and the internet, making it difficult for schools to use contemporary learning methods. Due to the lack of stable operational funds, teachers must rely on independent initiatives and voluntary donations from the community, which are sometimes inconsistent. These limitations have a direct impact on the quality of the learning process and student comfort. In addition, they limit the possibility of developing extracurricular activities. Although the results have not fully met expectations, the study also shows that madrasahs, especially madrasah principals, have made innovative and adaptive efforts to overcome these problems by using a collaborative approach and utilizing local potential.

Budget constraints are a major problem for madrasahs in providing educational facilities and infrastructure. Madrasah principals say that the main source of funding comes from donations from parents. However, most parents at madrasahs come from low- to middle-income families, so their contributions are also very limited. As a result, madrasahs do not have sufficient funds to add or improve facilities (Dja'far & Yunus, 2021). Another hindering factor is the lack of regular assistance from the government. The principal stated that the assistance received so far has been incidental and insufficient to meet facility needs. Facility development planning has become unstable because it depends on external assistance. Madrasah teachers also face challenges in this situation because they have to adapt to the conditions of the facilities as they are. Conversely, difficulties also arise from the community's lack of awareness of the importance of adequate educational facilities (Bala et al., 2022). Madrasahs are still considered informal educational institutions by some communities, so the social support they receive is not as great as that given to formal schools in general. Because of this, madrasah principals face their own challenges in

encouraging the community to participate in improving their facilities and infrastructure.

The results show that the fulfillment of facilities and infrastructure at MDTA Al-Kahfi Cipunagara includes issues related to the madrasah leadership's adaptation and resilience strategies as well as physical availability issues. School principals must find new ways to manage resources due to current limitations. For example, the principal and teachers can use recycled materials or simple teaching aids from the surrounding environment if the budget is insufficient to purchase new teaching materials. This is in line with the idea of organizational management known as "bricolage," which means that available resources are used creatively to achieve specific goals (Hasrullah et al., 2023). In addition, due to financial constraints, it is necessary to strengthen relationships and collaboration with people outside the madrasah, such as community leaders, alumni, and philanthropic institutions. According to the National Accreditation Committee for Schools/Madrasahs (BAN-S/M), the availability of adequate facilities greatly influences the accreditation assessment. According to this interpretation, local leadership efforts can bring about change to ensure that basic educational functions continue to run, even though the challenges are structural in nature. However, these efforts can only be carried out on a limited scale.

Previous studies have shown that educational institutions have limited facilities and infrastructure, especially in remote areas or non-elite private madrasahs. This study reinforces these findings. (Suryadi, 2018), who investigated the management of facilities and infrastructure in rural madrasahs, found similar patterns related to financial problems and external support. However, this study differs from others in that it focuses specifically on the leadership strategies of the principal of MDTA Al-Kahfi. Although many other studies focus on the same issues, this study delves deeper into how the principal seeks solutions and mobilizes the community despite all its limitations. This differs from some studies that may emphasize the role of the government alone or schools in urban areas that have easier access to resources. Therefore, this study not only reinforces the general picture of educational problems but also fills a gap in the literature by providing a micro perspective on

agency and leadership adaptation at the grassroots level. This study also shows that local initiatives can be an important source for solving systemic problems.

As indicated by the results of interviews with the principal and teachers of Al-Kahfi Cipunagara MDTA, the educational facilities and infrastructure at this institution are still limited. Because two classes operate simultaneously in one room, the learning facilities do not meet ideal standards. This certainly makes learning more difficult and ineffective. In addition, this madrasah does not have other important facilities, such as a library, which can help students become smarter. The lack of teaching aids is also a problem, especially in religious education, which requires interactive media to make it more interesting for children. These limitations not only affect teaching and learning activities, but also the students' enthusiasm for learning and the teachers' performance. To continue providing effective learning, teachers must innovate with the facilities available. The head of the madrasah realizes that facilities and infrastructure are very important to support the quality of education. However, the procurement of new facilities is not going well due to many internal and external obstacles. In addition, teachers say that the crowded classroom environment makes classroom control more difficult, especially when two classes are operating simultaneously.

The principal's strategic approach to overcoming limitations

The interview results showed that the principal used a unique approach to identify the shortcomings in the facilities and infrastructure of MDTA Al-Kahfi Cipunagara. He did not only rely on official reports from the administrative staff, but also obtained information through informal communication with teachers, staff, and even students. Daily discussions are considered a direct and honest source of information from those who feel the impact of facility limitations. The principal can gain a better understanding of existing problems and identify which issues are most important. This method demonstrates participatory leadership, in which the principal involves all students in the problem mapping process. Leaders

and madrasah members can be open and trust each other in this way (Purwaningrum, 2020). The principal said that this method is effective because needs that are not written in formal reports are often revealed in daily conversations. Internal meetings with teachers and administrative staff are also used by the principal to solicit input. This forum became a place for teachers to share the difficulties they faced in teaching due to limited resources. This demonstrates collaborative leadership that acts in accordance with needs. The principal is able to maintain sensitivity to issues in the school environment by using this open communication approach. This strategy forms the basis for the Al-Kahfi Cipunagara MDTA program for the provision of facilities and infrastructure.

The madrasah principal implemented a strategy that involved all components of the madrasah to overcome limitations in facilities and infrastructure. By asking teachers, employees, and the school committee to work together to find solutions, he promoted a collective approach. This strategy is based on the idea that fulfilling facilities is not only the responsibility of the leadership; it is a shared responsibility for everyone who contributes to the progress of the madrasah. Maximizing the use of existing facilities is the approach used. The head of the madrasah asks teachers to innovate with simple learning tools when procuring new tools is a challenge. For example, making their own teaching aids using used materials found in the surrounding environment. In addition, the principal emphasizes the importance of being proactive when requesting assistance from local and central government. He regularly submits proposals for educational assistance programs to the Ministry of Religious Affairs and related agencies (Widyasari & Kustiarini, 2021). Although some proposals have received positive responses, these efforts continue as a way to support the school's needs. The methods used by the principal demonstrate flexible and innovative leadership. This is an approach that not only focuses on short-term solutions but also encourages all members of the madrasah to actively participate in creating solutions. As a result, efforts to fulfill facilities and infrastructure can be carried out more efficiently despite facing various limitations.

The principal realized that the planned strategy had to be maintained so that its effects would not be temporary. To adapt to changing conditions in the field, he created a clear and flexible plan. A regular fundraising program from various parties and a plan for gradual facility improvements were included in this plan. To monitor the implementation of the strategy, regular discussions and evaluations were held with the teaching team and staff. The principal invited all parties to participate in these discussions to assess the steps that had been taken well and the areas that needed improvement. Many useful inputs for improving the strategies that had been used were generated from these discussions. The principal applied the principle of responsiveness to anticipate new problems. He immediately discussed urgent issues with teachers and staff so that they could be resolved before they became bigger problems. This strategy demonstrates intelligent leadership and encourages all students to participate actively. Efforts to maintain the sustainability of this strategy show that the principal has goals for the future. He does not only focus on immediate results but also builds structures that enable the sustainable development of the madrasah. This strategy is very important to ensure the fulfillment of the facilities and infrastructure of MDTA Al-Kahfi Cipunagara despite limited resources.

The impact of leadership approaches on the availability of educational facilities

At MDTA Al-Kahfi Cipunagara, the leadership approach applied greatly influences the availability of educational facilities. A leader with a clear vision and strong commitment to the development of the madrasah will prioritize the allocation of resources for the construction and maintenance of facilities. At MDTA Al-Kahfi, this means ensuring that there are adequate classrooms, places of worship, a library with a collection of general and religious books, and tools to support extracurricular activities (Sasmita & Prastini, 2023). In line with this model, participatory leadership will involve the foundation administrators, teachers, parents, and Cipunagara community leaders in planning and fundraising to identify and support facility needs. Proactive leadership is essential because without it, facilities

may not develop or may even deteriorate due to lack of maintenance.

Given the growing educational facility needs of MDTA Al-Kahfi, the availability of digital learning support facilities such as projectors, speakers, and internet access may be very important. Effective leadership is also important in creating an environment conducive to innovation and adaptation to evolving educational facility needs. An intelligent leader will encourage investment in this infrastructure to provide equal opportunities for Cipunagara students to obtain a modern education. In addition, transformational leadership can encourage collaboration with private educational institutions or other madrasas in the Cipunagara area to share existing facilities, optimize resource use, and reduce the access gap. Furthermore, this requires negotiations with local governments or related institutions to obtain greater financial support for the development of MDTA Al-Kahfi facilities.

The leadership's ability to overcome problems and obstacles in the procurement and maintenance of the Al-Kahfi MDTA facilities is also an important component. The provision of adequate facilities may be hampered by geographical or financial constraints due to the location of Cipunagara. To build or renovate facilities cost-effectively, honest and experienced leadership will seek new ways, such as collaborating with other Islamic organizations, requesting volunteers from the surrounding community, or utilizing local resources (Karwanto, 2021). In addition, strong leaders will ensure that there is a strict monitoring system in place to avoid misuse of funds or corrupt practices that could jeopardize the Al-Kahfi MDTA facilities, which are very important for students.

An ineffective leadership approach at MDTA Al-Kahfi can cause problems. For example, authoritarian or overly centralized leadership may ignore the specific needs of teachers and students. As a result, the facilities built may be irrelevant or unsuitable for the actual needs of religious education. Without accountability and transparency in decision-making, madrasah facilities may be unevenly distributed, with some areas receiving priority while others are neglected. Development may also be hampered by leadership that is unable to handle disputes or reach agreements between

administrators and teachers. As a result, MDTA Al-Kahfi's educational facility plans may fail, be damaged, or not even be implemented at all. Ultimately, this will have a negative impact on students and the overall quality of religious education. Overall, it is clear that the leadership approach of MDTA Al-Kahfi Cipunagara is key to available and quality educational facilities. To create adequate, relevant, and sustainable educational facilities, visionary, engaged, honest, and accountable leadership is needed. This ensures that every MDTA Al-Kahfi student, regardless of their background, has access to a beneficial learning environment that will enable them to understand religious teachings and develop their full potential. Consequently, developing leadership capacity at MDTA Al-Kahfi is a significant investment in the future of religious education in Cipunagara and the next generation of virtuous individuals, not just for individuals.

Discussion

In this study, MDTA Al-Kahfi Cipunagara faced various significant problems in obtaining educational facilities and infrastructure. The madrasah was highly dependent on donations from middle- and lower-class parents, which was its main problem. This situation was exacerbated by the lack of sustained government support; the assistance received was only temporary and insufficient to meet long-term needs. Therefore, basic facilities such as proper classrooms, adequate sanitation, and the availability of teaching aids remain significant obstacles. In addition, access to information technology such as computers and the internet is very limited, which hinders the use of modern learning methods. Furthermore, garnering support is more difficult because the community is not aware of the importance of adequate educational facilities in informal madrasahs. This situation directly impacts the quality of the learning process, student comfort, and the number of extracurricular activities that can be created. These findings are in line with previous studies that highlight similar limitations in educational institutions, particularly non-elite private madrasahs or those in remote areas. These results reinforce the general picture of educational problems in these environments.

This study emphasizes the adaptation and resilience strategies of the leadership at MDTA Al-Kahfi, despite facing challenging limitations. The principal did not simply stand by; he also used an innovative and participatory leadership approach. He encouraged teachers to be creative by utilizing local resources or used items as teaching aids in the face of budget constraints. This practice is in line with the concept of "bricolage." In addition, to strengthen the support base, he actively collaborates with people in the community, alumni, and philanthropic institutions. Furthermore, there are proactive efforts to submit proposals for assistance to local and central governments. However, the results have not always been optimal. This method shows that madrasah leaders think about the future and try to find solutions that focus on quick results while building structures that enable sustainable madrasah development. This differs from some studies that may only emphasize the role of the government, agencies, and leadership changes at the grassroots level.

The strategic approach to problem mapping is key to the success of MDTA Al-Kahfi's leadership in overcoming limitations. School principals do not only rely on formal reports; they also actively gather information through informal communication with students, teachers, and staff. These daily discussions are considered a source of honest and direct information from those who feel the impact of the facilities. This allows the madrasah principal to understand the most important issues. This method demonstrates participatory leadership, where every member of the madrasah is involved in the problem identification process, which fosters trust and openness. Regular internal meetings with administrative staff and teachers are also an important place for teachers to share the problems they face. These efforts show that leaders work together and act in accordance with field requirements. This open communication method can help maintain sensitivity to issues in the school environment. This method will then serve as the basis for the madrasah's facilities and infrastructure fulfillment program.

The leadership approach of MDTA Al-Kahfi Cipunagara greatly influences the availability of educational facilities. Resources allocated for the

construction and maintenance of facilities will be prioritized by visionary and committed leadership. This includes ensuring that adequate classrooms, places of worship, libraries, and resources for extracurricular activities are available. To determine needs and raise funds, participatory leadership involving foundation administrators, teachers, parents, and community leaders is essential. Proactive leadership is also important to prevent facilities from becoming neglected or damaged due to lack of maintenance. In addition, transformational leadership will encourage investment in digital infrastructure that supports learning, such as projectors, loudspeakers, and internet access, so that students have equal opportunities to obtain a modern education. Transformational leadership can also encourage collaboration between educational institutions to manage resources, overcome access limitations, and negotiate financial support.

This study shows that the quality of madrasah leadership is crucial for the fulfillment and sustainability of MDTA Al-Kahfi's facilities and infrastructure. Limited financial resources and external support actually encourage creativity and change. School principals do not only seek short-term solutions; they also strive to build sustainable systems through regular fundraising and gradual improvement plans. Regular discussions and evaluations with teacher groups ensure that the strategies used are appropriate for the changes and encourage all students to participate. These results add to the incomplete literature by providing a micro perspective on leadership agency and adaptation at the grassroots level. They also show that local initiatives can be an important source for solving systemic problems. Ultimately, visionary, engaged, honest, and accountable leadership is essential for creating an adequate, relevant, and sustainable learning environment. This ensures that every student at MDTA Al-Kahfi has the opportunity to develop their full potential.

Conclusions

Research at MDTA Al-Kahfi Cipunagara shows that the fulfillment of educational facilities and infrastructure still faces various major challenges,

particularly limited funds, minimal government support, and low public awareness of the importance of madrasah facilities. This situation has a direct impact on the quality of learning, student comfort, and limitations in extracurricular activities. However, these limitations have given rise to adaptive and innovative leadership strategies. The head of the madrasah implements a participatory, communicative, and collaborative approach with teachers, students, parents, and the community to overcome existing shortcomings.

Strategic efforts such as utilizing local resources, making simple teaching aids, submitting proposals for assistance, and building collaborations with external parties have become important forms of resilience in maintaining the continuity of education. The impact of this leadership approach can be seen in the gradual improvement of facilities, increased participation of madrasah members, and the growth of a culture of innovation in utilizing limited resources. Thus, this study confirms that the quality of madrasah leadership is a key factor in fulfilling educational infrastructure needs. Visionary, participatory, and accountable leadership can mobilize the community to work together to find solutions, even within structural limitations. This shows that local initiatives play an important role in responding to educational challenges, while paving the way for more sustainable madrasah development in the future.

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