

MANAGEMENT OF MADRASAH PRINCIPALS IN IMPROVING THE QUALITY OF EDUCATION AT MAN 1 SUNGAI PENUH CITY IN JAMBI PROVINCE

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Abstract :

This study examines the management of madrasah principals in improving the quality of education at State Madrasah Aliyah (MAN) 1 Sungai Penuh City, Jambi Province. The research focuses on leadership practices, strategic management, and academic supervision implemented by the principal to enhance institutional performance and teacher professionalism. A qualitative research approach with a descriptive-analytical design was employed. Data were collected through in-depth interviews, observations, and document analysis involving the principal, teachers, and administrative staff. The findings indicate that effective principal management, characterized by visionary leadership, participatory decision-making, and value-based practices, significantly contributes to improving educational quality. Academic supervision plays an essential role in strengthening teacher competencies and instructional effectiveness, while collaborative organizational culture supports continuous improvement. The integration of Islamic values within management practices fosters a holistic educational environment that balances academic achievement and character development. Overall, the study concludes that strong and strategic principal management is a key factor in achieving sustainable quality improvement in madrasah education.

Keywords : Principal Management, Educational Quality, Madrasah Leadership

Abstrak :

Penelitian ini bertujuan untuk mengkaji manajemen kepala madrasah dalam meningkatkan mutu pendidikan di Madrasah Aliyah Negeri (MAN) 1 Kota Sungai Penuh, Provinsi Jambi. Fokus penelitian meliputi praktik kepemimpinan, manajemen strategis, dan supervisi akademik yang diterapkan oleh kepala madrasah dalam meningkatkan kinerja kelembagaan dan profesionalisme guru. Penelitian ini menggunakan pendekatan kualitatif dengan desain deskriptif-analitis. Pengumpulan data dilakukan melalui wawancara mendalam, observasi, dan studi dokumentasi dengan melibatkan kepala madrasah, guru, serta tenaga kependidikan. Hasil penelitian menunjukkan bahwa manajemen kepala madrasah yang efektif, ditandai dengan kepemimpinan visioner, pengambilan keputusan partisipatif, dan penerapan nilai-nilai Islami, berkontribusi signifikan terhadap peningkatan mutu pendidikan. Supervisi akademik berperan penting dalam meningkatkan kompetensi guru dan kualitas pembelajaran, sementara budaya organisasi yang kolaboratif mendukung perbaikan berkelanjutan. Penelitian ini menyimpulkan bahwa manajemen kepala madrasah yang kuat dan strategis merupakan faktor kunci dalam mewujudkan peningkatan mutu pendidikan madrasah secara berkelanjutan.

Kata Kunci: Manajemen Kepala Madrasah, Mutu Pendidikan, Kepemimpinan Madrasah



INTRODUCTION

State Madrasah Aliyah (MAN) 1 Sungai Penuh, located in Jambi Province, represents an Islamic educational institution that continuously strives to improve the quality of its education in response to both national standards and societal expectations. The quality of education in a madrasah is not solely determined by curriculum and facilities, but is significantly influenced by leadership practices that are able to integrate professional management with strong spiritual and moral values. In this context, the role of the madrasah principal becomes a central factor in determining institutional effectiveness and sustainability (Fath et al., 2023).

Leadership in Islamic educational institutions demands more than administrative competence; it requires the ability to inspire, guide, and mobilize all members of the madrasah community toward shared educational goals. A madrasah principal is expected to function not only as a manager, but also as an educational leader who embodies moral integrity and spiritual awareness. Such leadership is essential in shaping an academic environment that balances intellectual excellence with character development grounded in Islamic values (Nanjundeswaraswamy & Swamy, 2014).

Achieving a madrasah that excels academically and morally requires effective leadership that fosters collaboration and collective responsibility. The improvement of educational quality cannot be achieved through individual effort alone, but depends on the active participation of teachers, administrative staff, students, and the wider community. When all stakeholders recognize education as a form of worship and social responsibility, a strong sense of commitment and shared purpose emerges, strengthening the overall educational process (Af'idah et al., 2024).

Educational quality improvement in madrasahs also requires multi-level collaboration and collective leadership structures. Organizational conditions must support shared leadership practices in which decision-making, problem-solving, and innovation are distributed across the institution. Such an approach encourages mutual trust, professional growth, and a culture of continuous improvement, enabling the madrasah to respond effectively to internal challenges and external demands (Setiawati, 2020).

Within this leadership framework, academic supervision plays a crucial role in enhancing teacher professionalism and instructional quality. Academic supervision conducted by the madrasah principal is designed to guide and support teachers in developing effective teaching strategies, improving classroom management, and enhancing student engagement. Through systematic supervision, teachers are encouraged to reflect on their instructional practices and continuously improve their pedagogical competencies (Fauzi, 2020).

The academic supervision process involves careful planning, structured classroom observations, constructive feedback, and sustained follow-up activities. This comprehensive approach ensures that supervision is not merely evaluative, but developmental in nature. By providing professional guidance and

opportunities for improvement, academic supervision contributes directly to strengthening teacher performance and, consequently, improving student learning outcomes (Musyadad et al., 2022).

Teacher professionalism is a key determinant of educational quality in madrasahs. When teachers receive consistent support through effective supervision, they are more motivated to innovate and adapt their teaching practices to meet students' needs. Improved teacher competence has a significant impact on the academic achievement, character formation, and overall development of students, reinforcing the madrasah's role as an institution of holistic education (Jamil, 2014).

Furthermore, the concept of the madrasah as a learning organization provides a strategic framework for sustainable quality improvement. A learning-oriented madrasah continuously adapts and evolves through the integration of knowledge, human resources, technology, organizational structures, and learning processes. This model emphasizes continuous learning at both individual and institutional levels, enabling the madrasah to remain relevant and competitive (Lubis et al., 2021).

In this context, the madrasah principal plays a vital role in managing these interconnected subsystems to systematically improve institutional quality. By fostering a culture of learning, collaboration, and innovation, the principal ensures that MAN 1 Sungai Penuh not only meets academic standards but also fulfills its mission of nurturing morally grounded and intellectually capable students. Therefore, leadership and academic supervision emerge as essential components in strengthening the quality and effectiveness of madrasah education.

RESEARCH METHOD

The research employed a qualitative approach with a descriptive-analytical design to explore the role of the madrasah principal's leadership and academic supervision in improving educational quality at State Madrasah Aliyah (MAN) 1 Sungai Penuh, Jambi Province (Observation, 2025). This approach was chosen to gain an in-depth understanding of leadership practices, supervisory processes, and their impact on teacher professionalism and institutional quality within a natural setting. Data were collected through multiple techniques, including in-depth interviews with the madrasah principal, vice principals, and teachers; participant observation of academic supervision activities and learning processes; and document analysis of supervision plans, evaluation reports, and institutional policies. These data sources were used to capture comprehensive perspectives on leadership implementation and supervision practices in the madrasah (Sukmadinata, 2007).

Data analysis was conducted continuously and systematically using interactive analysis techniques, which involved data reduction, data display, and conclusion drawing. The credibility of the data was ensured through triangulation of sources and methods, prolonged engagement in the field, and member checking with key informants to validate the findings. Ethical

considerations were observed by obtaining informed consent from participants and ensuring confidentiality throughout the research process. Through this methodological framework, the study sought to produce valid and reliable findings that contribute to the understanding of effective leadership and academic supervision in improving the quality of madrasah education (Wada et al., 2018).

FINDINGS AND DISCUSSION

The Leadership Role of the Madrasah Principal in Educational Quality Improvement

The leadership role of the madrasah principal at MAN 1 Sungai Penuh emerges as a decisive factor in improving the overall quality of education. The principal is not only positioned as an administrative authority but also as a strategic leader who determines the direction and vision of the institution. Through a clear articulation of goals and long-term planning, the principal ensures that all educational activities are aligned with the madrasah's mission to achieve academic excellence while upholding strong moral and spiritual values. This visionary leadership provides a clear framework within which teachers and staff can work cohesively toward shared objectives (Observation, 2025).

One of the most significant aspects of the principal's leadership is the integration of national education standards with the distinctive values of Islamic education. The principal consistently aligns institutional programs, curriculum implementation, and assessment systems with government regulations while simultaneously embedding Islamic principles in daily school life. This balanced approach allows the madrasah to remain competitive within the national education system without losing its religious identity. As a result, educational quality is understood not merely in terms of academic outcomes but also as the formation of students' character and ethical awareness (Komariah, 2018).

Managerial leadership is demonstrated through effective planning, organizing, and controlling of educational resources. The principal carefully manages human resources by assigning roles according to teachers' competencies and encouraging continuous professional development. Financial and infrastructural resources are also utilized strategically to support teaching and learning processes. This systematic management creates an organized and conducive learning environment, enabling teachers to focus on instructional improvement and students to engage more actively in their learning (Rusyida, 2022).

In addition to managerial competence, the principal exhibits strong instructional leadership by closely monitoring and supporting classroom practices. The principal actively participates in academic supervision, classroom observations, and reflective discussions with teachers. Rather than adopting a purely evaluative approach, instructional leadership is oriented toward guidance and professional growth. Teachers are encouraged to reflect on their teaching strategies and to continuously enhance their pedagogical skills, which ultimately contributes to improved learning outcomes (Fauzi, 2020).

Leadership at MAN 1 Sungai Penuh is also characterized by exemplary behavior that reinforces the principal's moral authority. The principal serves as a role model in discipline, integrity, and commitment to work, reflecting the values expected from both teachers and students. By demonstrating consistency between words and actions, the principal gains trust and respect from the madrasah community. This moral example strengthens the internalization of values and fosters a culture of responsibility and professionalism within the institution (Syapii, 2024).

Effective communication plays a crucial role in the principal's leadership practice. The principal maintains open and constructive communication with teachers, staff, students, and parents. Through regular meetings, informal discussions, and feedback mechanisms, the principal ensures that information flows transparently and that concerns are addressed promptly. This communicative leadership builds mutual understanding and minimizes conflict, thereby supporting a positive organizational climate conducive to educational improvement (Saimima et al., 2022).

Another important dimension of leadership is the consistent implementation of supervision as a means of quality assurance. Supervision is conducted systematically and continuously, ensuring that educational programs are implemented according to plan and that teaching practices meet expected standards. The principal's involvement in supervision signals a strong commitment to maintaining quality and accountability. This consistency reinforces the perception that quality improvement is an ongoing process rather than a temporary initiative (Babuta & Rahmat, 2019).

The principal's leadership approach also fosters a shared understanding among teachers and staff regarding the meaning of educational quality. Quality is perceived not only as students' academic achievement but also as their moral conduct, discipline, and spiritual awareness. This holistic understanding encourages teachers to integrate character education into their instructional practices, ensuring that learning outcomes address both cognitive and affective domains (Purwanto & Nurtanio, 2019).

From a theoretical perspective, the leadership practices observed at MAN 1 Sungai Penuh align closely with transformational and spiritual leadership models. Transformational leadership is reflected in the principal's ability to inspire, motivate, and empower teachers to exceed basic expectations. Spiritual leadership, on the other hand, is evident in the emphasis on values, meaning, and the perception of education as a form of worship and service. These leadership models are particularly relevant in the context of Islamic educational institutions, where moral and spiritual dimensions are integral to educational goals (Interview, 2025).

The leadership role of the madrasah principal at MAN 1 Sungai Penuh significantly contributes to sustainable educational quality improvement. By combining visionary planning, effective management, instructional support, moral example, and value-based leadership, the principal creates an educational environment that nurtures academic excellence and character development

(Interview, 2025). This comprehensive leadership approach demonstrates that strong and value-driven principal leadership is essential for achieving high-quality education in madrasah settings.

Strategic Management Practices in Enhancing Institutional Performance

Strategic management practices play a fundamental role in enhancing institutional performance at MAN 1 Sungai Penuh, particularly through the leadership of the madrasah principal. The principal applies a strategic perspective in managing the institution by viewing the madrasah as a dynamic organization that must continuously adapt to internal needs and external demands. This approach enables the madrasah to respond effectively to educational challenges while maintaining its vision and long-term objectives (Hanan, 2018).

One of the core elements of strategic management implemented by the principal is systematic and well-structured planning. Institutional plans are developed based on careful analysis of the madrasah's strengths, weaknesses, opportunities, and challenges. Academic and non-academic programs are designed to support national education standards and the specific context of Islamic education. Through comprehensive planning, the madrasah establishes clear priorities, measurable targets, and coherent strategies that guide daily operations and long-term development (Umam, 2019).

Transparent decision-making is another essential aspect of the principal's strategic management practice. Decisions related to academic programs, resource allocation, and organizational development are communicated openly to teachers and staff. This transparency fosters trust and reduces uncertainty within the institution. When stakeholders understand the rationale behind decisions, they are more likely to support and implement policies effectively, contributing to improved organizational performance (Susiloningsih & Munadi, 2023).

The involvement of teachers and administrative staff in the decision-making process further strengthens institutional effectiveness. The principal actively encourages participation in program formulation, evaluation, and problem-solving. By engaging stakeholders at various levels, the madrasah cultivates a sense of ownership and shared responsibility for institutional success. This participatory approach empowers teachers and staff to contribute ideas and innovations that enhance educational quality (Khoiri, 2016).

Effective resource management is a critical component of strategic leadership at MAN 1 Sungai Penuh. The principal carefully manages human resources by aligning teachers' roles with their competencies and professional interests. Opportunities for training and professional development are provided to ensure continuous improvement in performance. Material and financial resources are also allocated strategically to support priority programs and improve learning facilities.

Organizational coordination is emphasized to ensure that all units within the madrasah work toward common goals. The principal establishes clear communication channels and coordination mechanisms among departments, academic teams, and administrative units. This coordination minimizes

duplication of efforts and enhances efficiency in program implementation. As a result, institutional activities are more coherent and aligned with strategic objectives. Continuous evaluation is integral to the strategic management process. The principal regularly monitors the implementation of programs and assesses their outcomes through formal and informal evaluation mechanisms. Feedback from teachers, students, and other stakeholders is used to identify areas for improvement and inform future planning (Hasanah, 2019).

This cyclical process of planning, implementation, evaluation, and revision supports sustained institutional growth. Strategic management practices also contribute to building a culture of accountability within the madrasah. Clear performance indicators and evaluation standards are established for both academic and administrative activities. Teachers and staff are encouraged to take responsibility for their roles and to reflect on their contributions to institutional goals. This accountability reinforces professionalism and commitment across the organization (Purwaningsih et al., 2023).

The integration of strategic management with Islamic values further strengthens institutional performance. The principal frames management practices within ethical principles such as honesty, responsibility, and mutual cooperation. This value-based approach enhances moral commitment and motivates stakeholders to work not only for institutional success but also for broader educational and social purposes (Saiin et al., 2022).

From a theoretical perspective, the findings align with management principles that emphasize strategic planning, participatory leadership, and continuous improvement as determinants of organizational effectiveness. The principal's strategic approach demonstrates that effective school management requires a balance between formal planning processes and inclusive leadership practices that engage stakeholders in meaningful ways. Strategic management practices implemented by the madrasah principal significantly enhance institutional performance at MAN 1 Sungai Penuh. Through systematic planning, transparent decision-making, participatory leadership, effective resource management, and continuous evaluation, the madrasah is able to optimize its organizational capacity and achieve sustainable educational quality improvement.

Academic Supervision as a Tool for Strengthening Teacher Professionalism

Academic supervision serves as a fundamental instrument in strengthening teacher professionalism at MAN 1 Sungai Penuh, particularly when it is implemented as part of the madrasah principal's instructional leadership. Rather than being viewed as a routine administrative task, supervision is positioned as a strategic effort to improve the quality of teaching and learning. The principal recognizes that teacher competence is a key determinant of educational quality and therefore places academic supervision at the centre of institutional improvement initiatives (Syapii, 2024).

The supervision process at MAN 1 Sungai Penuh is conducted in a structured and systematic manner. The principal begins by carefully planning supervision activities, including determining supervision schedules, identifying

focus areas, and establishing clear objectives aligned with curriculum standards. This preparation ensures that supervision is purposeful and directly connected to instructional improvement rather than being a formality or a compliance-driven activity (Faiqoh, 2019).

Classroom observation constitutes an essential component of the supervision process. During observations, the principal pays close attention to teaching methods, classroom management, student engagement, and the use of instructional media. These observations provide firsthand insight into teachers' instructional practices and learning dynamics. By observing real classroom situations, the principal is able to identify both strengths and areas that require improvement, allowing supervision to be grounded in authentic teaching contexts (Ubabuddin, 2018).

Professional dialogue following classroom observations plays a critical role in enhancing teacher professionalism. The principal engages teachers in reflective discussions that emphasize constructive feedback and mutual learning. Instead of focusing on shortcomings, these dialogues encourage teachers to reflect on their instructional decisions, explore alternative strategies, and consider innovative approaches to teaching. This reflective process fosters a growth-oriented mindset among teachers and promotes continuous professional development (Setiawati, 2020).

Follow-up coaching sessions further reinforce the developmental nature of academic supervision. The principal provides ongoing guidance and support to help teachers implement suggested improvements in their teaching practices. Coaching may involve mentoring, collaborative lesson planning, or participation in professional development activities. Through sustained follow-up, supervision becomes a continuous process that supports long-term improvement rather than a one-time intervention (Amin, 2018).

Teachers at MAN 1 Sungai Penuh perceive academic supervision as supportive and motivating rather than punitive (Interview, 20025). This positive perception is largely attributed to the principal's approach, which emphasizes trust, respect, and professional partnership. When teachers feel supported and valued, they are more open to feedback and more willing to experiment with new instructional strategies. This environment fosters confidence and encourages teachers to take ownership of their professional growth (Marlina, 2010).

The impact of academic supervision is evident in improved instructional practices and classroom management. Teachers demonstrate greater awareness of student-centred learning approaches, more effective use of teaching resources, and enhanced classroom organization. These improvements contribute to a more engaging learning environment and positively influence student participation and achievement (Sadriani et al., 2023).

Academic supervision also contributes to the development of a collaborative professional culture within the madrasah. Teachers are encouraged to share experiences, discuss instructional challenges, and learn from one another. This collaborative atmosphere strengthens collegial relationships and promotes collective responsibility for teaching quality. Supervision thus

functions not only as an individual development tool but also as a mechanism for organizational learning (Musyadad et al., 2022).

The findings support previous research that identifies academic supervision as a core element of effective instructional leadership. At MAN 1 Sungai Penuh, academic supervision is implemented as a developmental and reflective process that strengthens teacher professionalism and enhances instructional quality. This approach underscores the importance of supportive and systematic supervision in achieving sustainable improvements in teaching and learning.

Building a Collaborative Madrasah Culture and Learning Organization

Building a collaborative madrasah culture is a central strategy implemented by the principal of MAN 1 Sungai Penuh to transform the institution into a learning organization. The principal understands that educational quality improvement cannot be achieved through individual effort alone but requires collective engagement and shared responsibility among all members of the madrasah community. This perspective positions collaboration as a foundational element of organizational development and long-term sustainability (Jailani et al., 2021).

The principal actively fosters an environment in which teachers and staff feel encouraged to work together toward common educational goals. Regular meetings serve as a forum for open discussion, reflection, and joint decision-making. These meetings are not merely administrative in nature but are designed to facilitate professional dialogue, enabling teachers to exchange ideas, address challenges, and align their instructional practices with institutional objectives (Azhari, 2024).

Professional learning communities play a significant role in strengthening collaboration within the madrasah. Teachers are organized into groups based on subject areas or shared interests, allowing them to collaborate on lesson planning, instructional strategies, and assessment practices. Through these communities, teachers engage in continuous learning and mutual support, which enhances both individual competence and collective effectiveness (Rahmah, 2016).

Shared problem-solving initiatives further reinforce the collaborative culture at MAN 1 Sungai Penuh. When challenges arise, the principal encourages teachers and staff to collectively analyze issues and propose solutions. This inclusive approach empowers educators to contribute their perspectives and expertise, fostering a sense of ownership and accountability. As a result, problem-solving becomes a collective learning process rather than a top-down directive (Yokozuka et al., 2021).

Continuous professional development is an integral component of the madrasah's learning organization model. The principal provides opportunities for teachers to participate in training, workshops, and seminars, both within and outside the institution. Internal professional development activities are tailored to address specific instructional needs, while external programs expose teachers to broader educational innovations and best practices (Anhar et al., 2023).

The collaborative environment facilitates effective knowledge sharing across the madrasah. Teachers are encouraged to share successful teaching strategies, classroom experiences, and instructional resources with their colleagues. This exchange of knowledge enhances instructional quality and promotes innovation in teaching practices. Knowledge sharing also helps reduce professional isolation and strengthens collegial relationships among educators (Mohammad Mustari, 2014).

Innovation is further supported by the principal's openness to new ideas and approaches. Teachers are given the autonomy to experiment with innovative instructional methods and educational technologies, provided they align with institutional goals. This flexibility nurtures creativity and responsiveness to changing educational demands, enabling the madrasah to adapt effectively to new challenges (Suyatno, 2022).

The learning organization model also emphasizes reflective practice as a means of continuous improvement. Teachers and staff are encouraged to reflect on their experiences, evaluate outcomes, and identify areas for growth. Reflection is integrated into collaborative activities, allowing educators to learn collectively from successes and challenges. This reflective culture contributes to sustained organizational learning. The principal's role as a facilitator is critical in sustaining collaboration and learning within the madrasah. By providing guidance, resources, and encouragement, the principal ensures that collaborative practices are consistently maintained (Khotijah & Arifin, 2021).

Leadership support strengthens trust and commitment among teachers and staff, reinforcing the value of collaboration as a core institutional norm. The findings demonstrate that building a collaborative madrasah culture and learning organization significantly contributes to sustainable educational quality improvement at MAN 1 Sungai Penuh. Through collective learning, shared responsibility, and continuous professional development, the madrasah is able to adapt to educational changes and enhance its institutional capacity. This approach underscores the importance of collaboration and organizational learning in achieving long-term success in madrasah education.

Impact of Principal Management on Student Outcomes and Madrasah Quality

Effective management by the madrasah principal at MAN 1 Sungai Penuh has a substantial impact on student outcomes and the overall quality of the institution. The principal's leadership integrates managerial competence, instructional supervision, and collaborative practices in a coherent manner, creating a learning environment that supports both academic achievement and character development. This comprehensive management approach ensures that institutional goals are translated into meaningful educational experiences for students (Asy'ari, 2014).

One of the most visible impacts of principal management is the improvement in students' academic achievements. Through well-planned academic programs, consistent supervision of teaching practices, and continuous evaluation of learning outcomes, the madrasah is able to enhance instructional effectiveness. Teachers are guided to implement student-centered learning

strategies, which contribute to improved comprehension, critical thinking, and academic performance among students (Lu et al., 2022).

Learning discipline among students also shows significant improvement as a result of effective principal management. Clear regulations, consistent enforcement of rules, and the principal's exemplary conduct foster a culture of discipline and responsibility. Students are encouraged to manage their time effectively, participate actively in learning activities, and adhere to academic and behavioural standards. This disciplined environment supports productive learning and helps students develop self-regulation skills (Aprianto & Ritonga, 2020).

In addition to academic and disciplinary outcomes, the principal's management practices have a strong influence on students' moral and ethical development. The integration of Islamic values into daily madrasah activities reinforces character education and spiritual awareness. Students are guided to internalize values such as honesty, respect, and responsibility, which shape their behaviour both inside and outside the classroom. This moral dimension distinguishes madrasah education and contributes to holistic student development (Albab et al., 2023).

The supportive learning environment created through effective management enhances student engagement. Students feel motivated and valued when learning takes place in an atmosphere of mutual respect and encouragement. Collaborative practices among teachers and staff contribute to consistent instructional quality, which in turn increases students' interest and participation in learning activities. Engagement is further strengthened by innovative teaching methods and meaningful learning experiences (Sadriani et al., 2023).

Character formation is closely linked to the principal's emphasis on holistic education. By balancing academic rigor with moral guidance, the madrasah fosters students who are not only intellectually capable but also socially responsible and ethically grounded. This balanced approach prepares students to face academic challenges while maintaining strong moral principles in their personal and social lives (Khoiri, 2016).

The impact of principal management extends beyond individual student outcomes to the overall quality of the madrasah. Improved academic performance, positive student behaviour, and a strong moral culture enhance the institution's reputation and credibility within the community. This positive image strengthens public trust and encourages greater community involvement in supporting the madrasah's programs (Ansar, 2022).

From an institutional perspective, the principal's management practices contribute to the sustainability of quality improvement efforts. By establishing clear systems, fostering collaboration, and promoting continuous evaluation, the madrasah is able to maintain consistent standards and adapt to changing educational demands. This sustainability ensures that quality improvement is not temporary but becomes an integral part of institutional culture (Kobandaha et al., 2025).

The findings demonstrate that strong and effective principal management plays a decisive role in achieving the madrasah's vision of producing academically competent and morally grounded graduates. The integration of managerial leadership, academic supervision, and collaborative practices creates a holistic educational environment that supports student success and institutional excellence. This underscores the critical importance of principal leadership in driving comprehensive and sustainable improvements in madrasah education.

CONCLUSION

The study concludes that the management of the madrasah principal at MAN 1 Sungai Penuh plays a vital role in improving the quality of education through effective leadership, strategic management, and systematic academic supervision. The principal's ability to integrate professional management practices with Islamic values creates a conducive educational environment that supports academic excellence and moral development. Participatory leadership, collaborative organizational culture, and continuous supervision contribute significantly to strengthening teacher professionalism and institutional performance.

Furthermore, the implementation of the madrasah as a learning organization enables sustainable quality improvement by fostering continuous learning, cooperation, and innovation among teachers and staff. These management practices have a positive impact on student academic achievement, character formation, and overall madrasah quality. Therefore, strong and visionary principal management is essential for enhancing educational effectiveness and ensuring that madrasahs can respond adaptively to the demands of educational development and societal expectations.

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