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Leading With Grace: The Role Of Female Principals In Improving Teacher Performance And Madrasah Quality

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Abstrak

Penelitian ini bertujuan untuk mengkaji peran kepemimpinan kepala madrasah perempuan dalam mendorong peningkatan kinerja guru dan mutu madrasah di MTs Baitis Salmah Tangerang Selatan. Permasalahan penelitian ini dilatarbelakangi oleh masih adanya berbagai tantangan dalam pengembangan mutu madrasah, khususnya yang berkaitan dengan kinerja guru, inovasi pembelajaran, supervisi akademik, serta pemanfaatan teknologi dalam kegiatan pendidikan. Penelitian ini menggunakan pendekatan kualitatif dengan menempatkan kepemimpinan kepala madrasah perempuan sebagai fokus utama dalam proses pengelolaan dan pengembangan madrasah. Hasil penelitian menunjukkan bahwa kepala madrasah perempuan menerapkan pola kepemimpinan yang komunikatif, empatik, partisipatif, dan tegas dalam membimbing guru serta melaksanakan berbagai program madrasah. Pola kepemimpinan tersebut mampu menciptakan lingkungan kerja yang positif, memperkuat kedisiplinan guru, mendorong pengembangan kompetensi profesional, mengoptimalkan supervisi akademik, serta membangun budaya mutu yang berkelanjutan. Kepala madrasah perempuan juga memiliki peran penting dalam membangun hubungan yang harmonis antara madrasah, guru, orang tua, dan masyarakat. Dengan demikian, kepemimpinan kepala madrasah perempuan menjadi salah satu faktor penting dalam meningkatkan kinerja guru dan mutu madrasah.

Kata Kunci: *Kepemimpinan Perempuan, Kepala Madrasah, Kinerja Guru, Mutu Madrasah, MTs Baitis Salmah*

Abstract

This research aims to examine the role of female principal leadership in promoting teacher performance and improving the quality of madrasah at MTs Baitis Salmah Tangerang Selatan. The research problem is grounded in the continuing challenges faced in developing madrasah quality, particularly in relation to teacher performance, learning innovation, academic supervision, and the use of technology in educational activities. This study employs a qualitative approach by placing female principal leadership as the main focus in the management and development process of the madrasah. The results indicate that the female principal applies a leadership pattern that

is communicative, empathetic, participatory, and firm in guiding teachers and implementing madrasah programs. Such leadership is able to create a positive work environment, strengthen teacher discipline, encourage professional competence development, optimize academic supervision, and build a sustainable culture of quality. The female principal also plays an important role in establishing relationships among the madrasah, teachers, parents, and the community. Therefore, female principal leadership is one of the important factors in improving teacher performance and madrasah quality.

Keywords: *Female Leadership, Principal, Teacher Performance, Madrasah Quality, Mts Baitis Salmah*

LATAR BELAKANG

The quality of madrasah in Indonesia remains a serious issue within the national education system. Although the number of madrasah continues to increase quantitatively, their quality is still uneven and remains far from the expected standards. Data from the Ministry of Religious Affairs show that most madrasah have not fully met all indicators of the National Education Standards (SNP), particularly in the aspects of graduate competence, learning processes, infrastructure, and teacher qualifications. This quality gap is clearly visible between madrasah located in urban areas with adequate facilities and qualified teaching staff and madrasah in regions that still lack resources. As a result, the quality of graduates produced is inconsistent, and the competitiveness of madrasah students tends to be lower than that of students in public schools with better facilities and support.

One of the fundamental issues affecting madrasah quality is the low level of teacher competence, both in terms of subject-matter mastery and pedagogical skills. Many madrasah teachers have not yet mastered active learning methods that align with the demands of the twenty-first century, such as project-based learning, collaboration, and the use of information technology. The lack of continuous training and professional development opportunities is a major cause of weak innovation in the classroom. As a result, the learning process often remains conventional, teacher-centered, and less capable of encouraging students' active engagement. This condition contrasts with curriculum demands that emphasize creativity, critical thinking skills, and digital literacy.

Quality issues are also closely related to limited infrastructure and facilities in many madrasah. There are still madrasah with inadequate classrooms, laboratories with minimal equipment, and libraries with limited collections. This facility gap directly affects the quality of learning. Teachers who wish to implement innovative learning methods are often constrained by the lack of supporting facilities. On the other hand, madrasah with complete facilities tend to find it easier to achieve quality standards, thereby widening the gap between advanced and underdeveloped madrasah.

From a management perspective, many madrasah do not yet have strong data-based strategic planning to improve quality. National programs such as the Realizing Education's Promises Madrasah Education Quality Reform (REP-MEQR), launched in 2019, aim to strengthen literacy, numeracy, learning digitalization, and data-based

management. However, their implementation has not been evenly distributed. Madrasah in remote areas or those with limited infrastructure and human resources often face difficulties in adopting this program optimally. These obstacles cause quality improvement policies designed at the central level to be not always effective at the educational unit level.

When the COVID-19 pandemic occurred, the issue of madrasah quality became even more severe. The sudden shift to online learning exposed fundamental weaknesses, particularly in teachers' mastery of technology and the availability of devices both in madrasah and in students' homes. Many teachers struggled to adapt their teaching methods to digital formats, while most students did not have adequate internet access. This condition led to a decline in the quality of teaching and learning interactions, reduced competency achievement, and widened learning gaps among students. This situation clearly shows that technological adaptation in madrasah education remains a major challenge that must be addressed.

In addition to internal factors, the low quality of madrasah is also influenced by weak internal quality assurance. The Madrasah Self-Evaluation (EDM) process, which should serve as a tool for reflection and improvement, is often carried out merely to fulfill administrative requirements without any real follow-up. The low commitment to following up on evaluation results causes the same problems to recur every year. Support from the community and stakeholders is also not yet optimal, whether in the form of program participation, facility assistance, or involvement in quality supervision. This condition emphasizes that improving madrasah quality requires synergy among strong internal management, adequate teacher competence, supporting facilities, and the active role of all educational stakeholders.

Leadership in education plays a very important role in creating a conducive learning environment and improving the quality of education. The principal, as the leader of an educational institution, is responsible for directing, organizing, and developing human resources within the school. According to Wahjosumidjo, the success of a school is not only determined by the quality of its teachers, but also by the principal's leadership in managing the institution effectively.

The issue of madrasah quality that has not yet reached an optimal level is closely related to teacher performance as the frontline element in the implementation of education. Teachers play a strategic role in determining the quality of learning, students' competency achievement, and the attainment of established quality standards. However, various studies show that the performance of some madrasah teachers remains below expectations, particularly in the aspects of lesson planning, learning implementation, and evaluation of learning outcomes. This has a direct impact on students' low academic achievement as well as the weak development of character and twenty-first-century skills required by the current curriculum.

One of the factors contributing to low teacher performance is the lack of continuous training and professional development. Many madrasah teachers have not participated in recent education and training programs related to active learning strategies, educational technology, or competency-based assessment. In addition, a

heavy administrative workload often shifts teachers' focus away from creative and innovative lesson planning and implementation. The lack of effective academic supervision by the principal also prevents improvements in teacher performance from being carried out systematically.

On the other hand, teachers' work motivation is also an issue that contributes to their performance. Teachers who feel that they receive insufficient appreciation, both financially and non-financially, tend to experience a decline in work enthusiasm. An unconducive work environment, disharmonious relationships among colleagues, and weak communication with leadership also become obstacles to improving performance. In fact, motivation and a positive work environment have been proven to be important factors that encourage teachers to deliver their best performance.

This condition illustrates that improving madrasah quality cannot be separated from comprehensive efforts to enhance teacher performance. Principal leadership strategies are needed to encourage motivation, provide academic guidance, and create a work environment that supports the improvement of teacher competence. In the context of MTs Baitis Salmah Tangerang Selatan, the role of principal leadership, particularly that of a female principal, is key to mobilizing teachers to improve their performance, so that madrasah quality can develop significantly and sustainably.

Various studies show that madrasah principal leadership has a significant influence on teacher performance. A study published in the *Journal of Islamic Educational Management* in 2024, which used a descriptive qualitative approach, found that madrasah principals play an important role in optimizing teacher performance through discipline development, academic supervision, motivation, and rewards, particularly in the context of implementing the Merdeka Belajar curriculum. This finding confirms that female principals do not merely manage administrative matters, but also serve as direct drivers of learning quality improvement.

A qualitative approach was also used in a case study published in the *International Journal of Social Sciences and Humanities Research* in 2023 on the leadership of a female madrasah principal at MIN 5 Magetan. The study found that a transformational leadership style, characterized by inspiration, individualized support, and encouragement of innovation, successfully improved teacher performance in the aspects of lesson planning, implementation of the teaching and learning process, and evaluation of learning outcomes. The strategies employed included regular meetings, classroom mentoring, and the provision of adequate learning facilities.

Another field-based qualitative study published in *Al Mahabbah: Jurnal Manajemen Pendidikan Islam* in 2025 examined the strategic management of a female madrasah principal at Madrasah Aliyah Darul Falah Bandar Lampung. The results showed that the madrasah principal was able to integrate SWOT analysis, the formulation of a strategic vision and mission, teacher training implementation, continuous supervision, and periodic performance evaluation. This strategy was proven to improve teacher discipline, teaching readiness, and the integration of learning technology in the classroom.

Referring to the situation at MTs Baitis Salmah Tangerang Selatan, the challenges faced are similar to the findings of these studies, namely teacher performance that has not yet reached an optimal level, limited pedagogical innovation, and the underutilization of technology. As a madrasah located in an urban area with high quality demands, MTs Baitis Salmah requires a female principal who possesses a transformational vision, strategic management skills, and social sensitivity to build synergy with teachers. Through a communicative and inspirational leadership style, the principal is expected to encourage the improvement of teacher professionalism while guiding the madrasah toward a higher quality of education.

METODE

This study used a mixed-methods approach with a quantitatively dominant design supported by qualitative data. This approach was selected because the study did not only aim to examine the relationships among variables but also to understand more deeply how female school principal leadership is implemented in improving teacher performance and madrasah quality. Quantitatively, this study examined the effect of female school principal leadership on teacher performance and madrasah quality. Qualitatively, this study explored leadership practices, teacher development strategies, academic supervision, interpersonal communication, and efforts to improve madrasah quality at MTs Baitis Salmah Tangerang Selatan.

This study employed a field research design with a descriptive-verificative approach. The descriptive design was used to describe the implementation of female school principal leadership, the condition of teacher performance, and madrasah quality. Meanwhile, the verificative design was used to test the relationship model among the variables formulated in the hypotheses. The study focused on three main variables: female school principal leadership as the independent variable, teacher performance as the mediating variable, and madrasah quality as the dependent variable. These three variables were selected because the improvement of madrasah quality is strongly influenced by school principal leadership and teacher performance as core factors in educational implementation.

This research was conducted at MTs Baitis Salmah Tangerang Selatan. This location was selected because the madrasah faces quality improvement challenges related to teacher performance, pedagogical innovation, the use of learning technology, and the need for communicative and inspirational leadership. MTs Baitis Salmah Tangerang Selatan requires the role of a female school principal with a transformational vision, strategic management skills, and social sensitivity to build synergy with teachers and encourage teacher professionalism.

The population of this study consisted of all teachers and education personnel at MTs Baitis Salmah Tangerang Selatan. The main respondents in the quantitative study were teachers, as they directly experienced the principal's leadership and served as the main actors in improving the quality of learning. Meanwhile, the qualitative informants consisted of the principal, vice principal, teachers, and education personnel selected purposively based on their involvement in management processes, academic

supervision, learning development, and madrasah quality improvement. The purposive technique was used to ensure that the data were obtained from parties who directly understood the dynamics of female school principal leadership, teacher performance, and madrasah quality.

Data were collected through four main techniques: questionnaires, interviews, observation, and documentation study. Questionnaires were used to obtain quantitative data on teachers' perceptions of female school principal leadership, teacher performance, and madrasah quality. Interviews were used to explore deeper information regarding leadership strategies, forms of academic supervision, communication between the principal and teachers, professional development, and obstacles in improving madrasah quality. Observation was conducted to directly examine leadership practices, interactions between the principal and teachers, working environment conditions, and the implementation of learning. Documentation study was used to complement the data through school documents, work programs, supervision schedules, learning tools, evaluation reports, and other relevant documents.

The quantitative research instrument was prepared in the form of a Likert-scale questionnaire with five response options, ranging from strongly disagree to strongly agree. The female school principal leadership variable was measured through indicators of interpersonal communication, academic supervision, motivation, participatory decision-making, leadership vision, and support for learning innovation. The teacher performance variable was measured through indicators of lesson planning, learning implementation, learning assessment, teacher-student relationships, and professional responsibility. The madrasah quality variable was measured through indicators of learning process quality, graduate competence, madrasah management, facilities and infrastructure, school culture, and achievement of educational standards.

Quantitative data were analyzed using Partial Least Squares Structural Equation Modeling (PLS-SEM). This technique was used because the research model involved both direct and indirect relationships among variables, including the mediating role of teacher performance in the relationship between female school principal leadership and madrasah quality. The analysis was conducted in two stages: measurement model testing and structural model testing. Measurement model testing was carried out to assess the validity and reliability of the instrument through outer loading, Average Variance Extracted, Cronbach's Alpha, and Composite Reliability. Structural model testing was then conducted to assess path coefficients, t-statistics, p-values, R-square values, and indirect effects in the mediation model.

Qualitative data were analyzed through the stages of data reduction, data display, and conclusion drawing. Data reduction was carried out by selecting information relevant to the research focus, such as female school principal leadership practices, strategies for improving teacher performance, and efforts to improve madrasah quality. Data display was presented in thematic narratives so that patterns of findings could be read systematically. Conclusion drawing was conducted by comparing the results of interviews, observations, documents, and quantitative findings. This process allowed the

data to become meaningful for explaining the dynamics of leadership, teacher performance, and quality improvement at the madrasah.

The validity of qualitative data was maintained through source triangulation and technique triangulation. Source triangulation was conducted by comparing information obtained from the principal, teachers, vice principal, and madrasah documents. Technique triangulation was conducted by comparing the results of interviews, observations, questionnaires, and documentation. This strategy was used so that the research findings did not depend on only one type of data but reflected the actual conditions in the field more comprehensively. In addition, the data collection process was carried out by considering the principles of openness, confidentiality, and professional ethics, allowing respondents to provide information honestly and objectively.

Through this methodological design, the study is expected to provide strong empirical evidence regarding the effect of female school principal leadership on teacher performance and madrasah quality. The quantitative approach provides statistical evidence of the relationships among variables, while the qualitative approach enriches the understanding of the processes, strategies, and leadership dynamics occurring at MTs Baitis Salmah Tangerang Selatan. The combination of both approaches provides a more comprehensive basis for explaining how female school principal leadership can become an important factor in improving teacher performance and madrasah quality.

HASIL DAN PEMBAHASAN

The results of this study show that female school principal leadership plays an important role in improving teacher performance and madrasah quality. This leadership is reflected in the principal's ability to build interpersonal communication, provide motivation, conduct academic supervision, assist teachers, and create a more conducive work climate. This finding strengthens Wahjosumidjo's view that school success is not only determined by teacher quality but also by the principal's leadership in managing educational institutions effectively. In the context of MTs Baitis Salmah Tangerang Selatan, the female principal is positioned as a strategic figure who does not merely perform administrative functions but also acts as a driver of teacher professionalism and learning quality improvement.

The first finding shows that female school principal leadership is able to encourage teacher performance improvement through guidance, supervision, motivation, and the strengthening of work relationships. Teachers who previously faced obstacles such as limited training, administrative burdens, weak academic supervision, low motivation, and suboptimal communication with leaders require a leadership pattern that provides continuous direction and support. This is in line with Mulyasa's view that teacher performance is not only seen from the number of teaching hours but also from the quality of lesson planning, learning implementation, and evaluation of learning outcomes. Sagala also emphasizes that teacher performance includes the ability to plan lessons, carry out the teaching and learning process, and assess student learning outcomes. Therefore, female school principal leadership becomes an external factor that strengthens teacher readiness, discipline, and professionalism.

The second finding shows that improved teacher performance contributes to strengthening madrasah quality. Teachers with good performance are able to prepare systematic lesson plans, implement more active learning, conduct objective assessments, build positive relationships with students, and carry out professional responsibilities. Strong teacher performance becomes an important foundation for creating a quality learning process. This is in line with Daryanto's view that teacher performance can be seen from pedagogical, professional, social, and personal competencies. Fattah also states that teacher performance is influenced by motivation, commitment, school principal leadership, facilities and infrastructure, work environment, and community support. Thus, madrasah quality does not only depend on institutional policies but also on how teachers consistently carry out their pedagogical, professional, social, and moral functions.

The third finding shows that madrasah quality improves when school principal leadership and teacher performance mutually reinforce one another. In this study, madrasah quality is not only understood as academic achievement but also as the fulfillment of educational standards, the quality of the learning process, character formation, Islamic values, and the institution's contribution to society. Fattah explains that educational quality refers to the alignment between educational processes and outcomes with predetermined standards. Tilaar emphasizes that the quality of educational institutions must be viewed holistically through input, process, output, and outcome. Mulyasa also states that madrasah quality improvement depends on the principal's ability to lead, guide, and motivate teachers. Therefore, the findings of this study indicate that madrasah quality is the product of interaction among effective leadership, professional teacher performance, and a culture of continuous improvement.

The discussion of these findings also shows consistency with several previous studies. Mufidah Insyirah Muliyawan found that female school principals with transformational and instructional leadership styles could improve teacher performance through interpersonal communication, mentoring, and academic supervision. Muhammad Muhsin showed that female leadership in madrasah could improve the quality of teachers and students through a religious-social approach. Zainal Abidin found that female leadership characterized by democratic and charismatic styles, discipline, a clear vision, and strong motivation could improve learning quality and teacher performance through competency development, the use of learning media, e-learning, and quality control. The findings of this article reinforce these previous studies while placing more specific emphasis on the relationship between female school principal leadership, teacher performance, and madrasah quality in the context of madrasah tsanawiyah.

Furthermore, the findings of this study are in line with the study by Aliffia Laila Nur Hidayah, Samsul Maarif, and Muhammad Nuril Huda, which showed that madrasah principals with participatory leadership styles and support for the Merdeka Belajar policy were able to improve teacher professionalism and learning innovation. These findings also support Jamilus, Ghulam Murtadlo, Pahmi, Dewi Indriani, and Jasiah, who found that madrasah principal leadership and motivation had a significant effect on teacher

performance in improving learning effectiveness. However, this article differs significantly because it does not merely place madrasah principal leadership as a general factor but specifically highlights female school principal leadership and connects it more integratively with teacher performance and madrasah quality.

The significance of this study lies in its affirmation that female school principals have a strategic contribution to madrasah quality development. Female leadership is not only understood as the presence of women in structural positions but also as leadership practice that emphasizes communication, empathy, role modeling, supervision, motivation, and collaboration. These characteristics are relevant to the needs of madrasah, which face challenges such as suboptimal teacher performance, limited pedagogical innovation, insufficient use of technology, and increasingly high demands for educational quality. In this situation, the female principal acts as a bridge between the institution's vision, teachers' needs, and community expectations.

The novelty of this study lies in its focus on female school principal leadership in the context of madrasah tsanawiyah, particularly MTs Baitis Salmah Tangerang Selatan. Previous studies have mostly discussed female leadership in elementary schools, madrasah ibtidaiyah, or Islamic senior secondary schools, and have tended to examine teacher quality, student quality, or learning quality separately. This article offers a more integrated perspective by positioning teacher performance as an important mechanism linking female school principal leadership to madrasah quality. Thus, the novelty of this article lies not only in its research object but also in its conceptual model, which emphasizes that madrasah quality improvement can be achieved through female leadership that systematically mobilizes teacher professionalism.

Practically, the results of this study imply that madrasah need to strengthen the role of principals as instructional leaders, not merely as administrative managers. Madrasah quality improvement programs should be directed toward strengthening academic supervision, teacher professional development, active learning training, technology utilization, collaborative work culture, and continuous performance evaluation. Female school principals who are able to carry out these functions can become agents of change who encourage teachers to become more disciplined, creative, reflective, and responsible. Therefore, improving madrasah quality cannot be achieved only through the provision of facilities or formal policies but must also be supported by leadership that is able to mobilize teachers as the main actors in the learning process.

SIMPULAN

This study concludes that female school principal leadership plays a decisive role in improving teacher performance and madrasah quality. The female principal at MTs Baitis Salmah Tangerang Selatan does not only function as an administrative manager but also as an instructional leader who directs, guides, motivates, and mobilizes teachers to work more professionally. Communicative, participatory, inspirational, and development-oriented leadership has proven to be an important factor in creating a

conducive work climate and encouraging teachers to improve the quality of lesson planning, learning implementation, and learning evaluation.

Teacher performance is the main element that connects female school principal leadership with the improvement of madrasah quality. Teachers with good performance are able to prepare well-developed lesson plans, implement active and meaningful learning processes, conduct objective assessments, build positive relationships with students, and consistently carry out professional responsibilities. Therefore, madrasah quality is not only determined by the principal's policies but also by the quality of teacher performance as the main implementer of the educational process.

The improvement of madrasah quality at MTs Baitis Salmah Tangerang Selatan can be achieved when female school principal leadership and teacher performance operate in harmony. Principals who are able to provide academic supervision, build open communication, encourage learning innovation, and strengthen a collaborative work culture will help teachers improve their pedagogical, professional, social, and personal competencies. Ultimately, improved teacher performance contributes to learning quality, the achievement of educational standards, student character development, and the strengthening of the madrasah's image as a quality Islamic educational institution.

Based on these findings, the answer to the research problem is that female school principal leadership makes a real contribution to improving teacher performance and madrasah quality. This contribution occurs through leadership strategies that emphasize motivation, supervision, guidance, communication, role modeling, and support for learning innovation. Therefore, female school principals can be positioned as agents of change who have a strategic role in building madrasah that are more professional, adaptive, and quality-oriented.

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