

LEADERSHIP OF PRINCIPAL MADRASAH AND TEACHER COMPETENCY IN SUPPORTING THE SUCCESS OF STUDENTS LEARNING AT MADRASAH ALIYAH STATE 1 AND 2, SINJAI DISTRICT- SOUTH SULAWESI

Herman Sunusi, Syahrudin Usman, Nurul FuadI, M.Ishaq Samad, Post Graduate
Universitas Muslim Indonesia-Makassar-Indonesia

Abstract

The aim of the study to describe and analyze the leadership of madrasah principals in the success of learning students at Madrasah Aliyah State (MAN) 1 and MAN 2 Sinjai District South Sulawesi, and to describe the role of teacher competence in the success of students learning at MAN 1 and MAN 2 Sinjai district. The approach and type of the research are qualitative research. The source of data is primary data and secondary data. Data collection techniques are observation, interviews, and documentation, data analysis techniques through deductive analysis, comparative analysis, and data verification, checking the validity of findings, namely persistent observation, and checking to prove the truth of the data that has been found.

The results showed that madrasah principal leadership was very instrumental in the success of students learning at MAN 1 and MAN 2 Sinjai District. The first role of the madrasah principals as a leader by implementing several types of leadership, including charismatic leadership type, democratic, transformational, and participatory type. Secondly, through the role of the madrasah principals as a supervisor by conducting individual meetings to find out everything that happens in the learning process at the classroom conducted by teachers. Principals of madrasah carrying out classroom observations which is done not to find mistakes, but to increase the learning outcomes of students at MAN 1 and MAN 2 Sinjai District. Teacher competence plays an important role in the success of learning students at MAN 1 and MAN 2 Sinjai District. Furthermore, teacher competency basically plays a good role, first, pedagogical competence that is teacher has insight or educational foundation, teacher develops curriculum or syllabus, prepares learning design, implements learning that educates and dialogues, utilizes learning technology, carry out evaluation of learning outcomes, and teachers carry out the development of students to actualize their various potential.

Key Words: Principals Leadership, Teacher Competence- Success Students of Learning

Background

Leadership is one of the institutions that manages religious education is trying to realize the quality of education in accordance with expectations. The basis is that the teachings of Islam treat human beings as a unified whole (*insan kamil*), there is a connection between the world and the end, so it is needed the development of the quality of education in madrasahs. According to William Mentja, (2012) that the spotlight on the quality of education today, ranks very high. When compared with the spotlight on other educational issues, for example those related to funding and education personnel. The spotlight not only came from thinkers and observers in the field of education, but also by managers and policy makers in that field, and since the 1970s the target of the low quality of education nationally at the level and type of primary and secondary education. The quality of education in formal educational

institutions such as madrasahs, needs real attention to be improved. Efforts to improve the quality of education at each type and level of education can be realized significantly. Sidi (2001) outlines 12 national education development strategies, as follows: 1). Implement local competency-based planning. 2). Improving educational equity. 3). Establish a comprehensive quality management system. 4). Periodically revise the curriculum and develop curriculum implementation continuously. 5). Design the process of applying approaches and methods as well as educational content that provides broad opportunities for students and learning citizens to develop their potential abilities broadly. 6). Improve a more equitable and adequate education source management system and efficiently utilize and mobilize financial resources. 7). Compile policy guidelines for the development of flexible educational programs. 8). Make laws and regulations that regulate the balance of the role

of government and non-government in education comprehensively. 9). Reducing bureaucratic units that are seen as less useful. 10). Seek consistently adequate funding support especially for priority education programs as public goods. 11). Maintain consistency and ongoing internalization of national education values among the three education centers; namely family, school and community, and 12). Examining learning approaches oriented to life skills.

The quality of educational products will be affected by the extent to which the institution is able to optimally manage all potentials ranging from teaching staff, students, curriculum, learning processes, educational facilities and infrastructure, finance and including its relationship with the community, thus the leadership of the madrasah leadership is needed, because the head madrasah is a motivator, event organizer, and even a determinant of madrasah policy direction that will determine how education goals are generally realized. According to E, Mulyasa, (2002) to realize the quality of education, the headmaster must meet the criteria, namely:

1. Able to empower teachers to carry out the learning process well, smoothly and productive.
2. Can complete tasks and work in accordance with a predetermined time.
3. Able to establish harmonious relations with the community so that they can actively involve them in realizing the goals of school and education.
4. Successfully apply leadership principles that are appropriate to the level of maturity of teachers and other employees in school.
5. Work with the management team.
6. Successfully realizing the goals of the school productively in accordance with predetermined provisions.

To answer the various problems that exist in the educational environment lies in the leadership of the madrasah head who will provide solutions to meet the challenges of the present and the future. Because the leadership of madrasahs can form a responsive education and be able to respond to changes that occur in the field of education in order to provide satisfaction to stakeholders. According to Syafaruddin (2012) Madrasah headmaster leadership is very important in pursuing the quality of education expected at each madrasah. Madrasahs will advance if led by madrasah principals who are visionary, have managerial skills, and personality integration in

improving madrasah quality. According Wahyosumidjo, (2010) that the madrasah head as the leader responsible for improving the quality of education in the madrasah, because the madrasah head's job is as an educator, manager, administrator, supervisor, leader, motivator, and innovator. Madrasah head as a formal official because his appointment through a process based on regulations in force in Indonesia. In accordance with Regulation of the Minister of National Education Number 13 Year 2007 Regarding Madrasah Head Standards, as follows:

1. Status as a high school / MA teacher
2. Have educator certificates as high school / MA teachers; and
3. Has a certificate of the head of High Schools issued by an institution established by the government.

Madrasah headship leadership will be a key factor in creating a superior school. The central role of the madrasah head in the organization is needed, in developing the quality of education. Therefore, leadership dimensions that are complex are very important to be understood and studied in a coordinated manner, so that leadership can be implemented effectively. Madrasah head leadership as stipulated in the Minister of Religion Regulation No. 16 of 2010 concerning Management of Religious Education in Schools, namely leadership competencies include:

1. The ability to make a plan of civilizing the practice of religious teachings and noble moral behavior in the school community as part of the religious learning process;
2. The ability to organize the potential of school elements systematically to support the culture of practicing religious teachings in the school community;
3. The ability to be an innovator, motivator, facilitator, supervisor and counselor in civilizing the practice of religious teachings in the school community; and
4. The ability to maintain, control, and direct the culture of practicing religious teachings in the school community and maintaining harmonious relations between followers of religion within the framework of the Unitary Republic of Indonesia.

The madrasah head is the highest leader in the madrasah. The pattern of leadership is very influential on the progress of the madrasah. Therefore, in modern education the leadership of the madrasah head needs to get serious attention. As a formal education Madrasah Aliyah is a basic



level of education held to continue to a higher level by having the ability to hold reciprocal relationships with the social, cultural and natural environment and be able to develop further abilities and the world of work or higher education. Seeing the rapid development of madrasahs must always be up to date in responding to changes. Madrasah adaptation and adaptation to changes in the physical and educational environment needs guidance and coaching. In this case the role of the madrasah head as a leader in the process of managing education plays an important role in efforts to improve the quality of education, so that leadership management is needed. Madrasah head leadership management is a mature planning process to achieve a desired maximum goal of madrasah head leadership that is steady. So simply, the term management of the madrasah leadership is meant a process of activities relating to management functions, specifically regarding planning, organizing, actuating, and controlling.

Madrasah head leadership management includes activities to achieve the objectives, and in achieving these objectives held predetermined actions. The specified actions take the form of knowledge about what they have to do, determine how to do it, understand how they have to do and measure the effectiveness of the teacher's efforts. Madrasah headmaster's leadership management greatly influences the progress of madrasahs and the quality of education. Therefore, in modern education the leadership management of madrasahs must be implemented. According Wahyudi (2009: 151) if the leadership management of the madrasah head is inadequate it will have an impact on the quality of education. This shows the importance of leadership management in the madrasah head in directing, guiding, and moving to realize the quality of education in madrasahs. Without a good madrasah leadership management, the objectives of madrasah as an educational institution will not be achieved nor will the quality of education be realized.

In reality in the field the quality of education has not improved significantly. General evaluation of education graduates (out put) based on the objectives to be achieved from national education, shows a description that is not optimal. According to Abuddin Nata, (2017) that this is reflected in the number of violations of religious norms, violations of the law, and immoral acts that almost all of the perpetrators are educated people. It can be seen that there are many complaints from parents, educators, and people who are involved in the fields of

education, religion and social with regard to the actions of most students who are difficult to control. The results of the general evaluation of graduates (out put) from the above madrasahs are depicted nationally, but to examine specifically about "madrasah head leadership and teacher competence on learning success", the authors conducted initial observations at the research location. MAN 1 and MAN 2 are institutions that require integrated management both by the teacher as the implementer of learning activities in the classroom and by the headmaster of the madrasah as the controller of activities in the madrasah. Good coordination by the madrasah head gives birth to the quality of education in MAN 1 and MAN 2.

The above description motivates the writer to study and analyze as a dissertation research in-depth on Madrasah Head Leadership and Teacher Competence in supporting MAN 1 and MAN 2 Learning Success in Sinjai Regency, South Sulawesi Province.

Madrasah Head Leadership Competencies

The madrasah head must have leadership competence as stipulated in the Indonesian Minister of Religion Regulation. No. 16 of 2010 concerning Management of Religious Education in Schools, namely leadership competencies include:

1. The ability to make a plan for civilizing the practice of religious teachings and noble moral behavior in the school community as part of the religious learning process;
2. The ability to organize the potential of school elements systematically to support the acculturation of the practice of religious teachings in the school community;
3. The ability to be an innovator, motivator, facilitator, guide and counselor in civilizing the practice of religious teachings in the school community; and
4. The ability to maintain, control, and direct the culture of practicing religious teachings in the school community and maintain harmonious relations between followers of religion within the framework of the Unitary Republic of Indonesia.

Based on the description above, this is also in line with the Regulation of the Minister of Religion of the Republic of Indonesia No. 29 of 2014 concerning the terms and conditions for appointing Madrasah heads, as stated in chapter IV in article 8 as follows: 1). Muslim and noble character 2). have the ability to read and write the

Qur'an with tartil 3). have the lowest academic qualifications Bachelor (S1) or diploma four (D-IV) educational or non-educational accredited tertiary institution 4). the highest age is 56 (five p, sixty) 5 years old. physically and mentally healthy based on a certificate from a government doctor 6). not undergoing moderate and / or severe discipline in accordance with statutory provisions 7). have an educator certificate 8). Have a teaching experience of at least 5 (five) years at the madrasah according to the type and level of each madrasah, except RA has a teaching experience of at least 3 (three) years at RA. 9). has the lowest space group III / c for PNS Teachers and for non-PNS Teachers is equal to the rank issued by the government and / or educational organizing organization 10). has the lowest work performance and value of teacher performance both in the last 2 (two) years for PNS teachers 11). has the lowest work performance and value of teacher performance both in the last 2 (two) years for non-PNS teachers 12). Have a letter of completion of education and training (STTPP)

Madrasah Head who is a pioneer in formulating policies in changing the system in force in his environment. Madrasah head leadership is related to the ability of madrasah principals to increase opportunities in order to hold meetings effectively with teachers in conducive situations. Madrasah head's behavior must be able to encourage the performance of teachers by showing a sense of friendliness, close and full consideration both as individuals and groups. According to Sudarwan Danim, (2017) that the headmaster of madrasah is essentially like a "locomotive" that will carry the "carriages" of his madrasah organization. The modernity of madrasah organizations, raises awareness of the essence and existence of madrasah head leadership. Many things affect the success of madrasah head leadership. In the management guidelines according to Syafaruddin, (2015) it was stated that influencing the success of madrasah head leadership, namely:

- a. A strong personality, which is a person who is confident, brave, passionate, generous, and has social sensitivity.
- b. Understand the purpose of education well, because with a good understanding the madrasah head can explain to teachers, staff, students, and related parties about the strategy to achieve the madrasah goals.
- c. Having professional skills, namely skills related to his duties as headmaster, namely; technical skills (arrange schedules, lead

meetings, supervision), human relations skills (motivate teachers to excel), conceptual skills (develop the concept of developing madrasahs, identify and solve problems and anticipate problems that will arise).

- d. Having extensive knowledge. The madrasah head must have extensive knowledge about his area of work, as well as other related fields.

According to E. Mulyasa, (2017) that the madrasah head must have the ability to carry out his leadership tasks well, which is manifested in the ability to compile a madrasah program, personnel organization, empowering education personnel, and optimally utilizing madrasah resources. That way, the head of the madrasah as a leader must have the expertise, skills and skills in carrying out his profession. In connection with this matter, Allah SWT. explained in QS al-Zumar / 39: 39. "Say (Muhammad), O my people! Do according to your position, I did so. Later you will find out".

The verse gives a signal that every job must be held by people who are experts or professionals in their fields. Jobs held by people who are experts in their fields will certainly produce the results as expected. Likewise with the head of the madrasah as a leader must be professional in carrying out his duties as head of the madrasah, as the hadith of the Prophet Muhammad PBUH in Sahih Bukhari, (2007): "Having told us Muhammad bin Sinan has told us Fulaih bin Sulaiman has told us Hilal bin Ali from 'Atho' bin Yasar from Abu Hurairah Radhiyyallahu'anhu said; Rasulullah sallallahu 'alaihi wasallam said: If the mandate has been wasted, just wait for the destruction to occur. There is a friend asking; 'How do you mean the mandate is wasted?' "The Prophet answered; If the matter is left to the experts, then wait for the destruction "(H.R Bukhori).

According to Ibn Hajar al-Asqalani (t.th.), that the word *الْأَمْرُ أَسْنَدٌ* (if submitted or propped up) something to the non-experts is the result of ignorance that has dominated and revoked knowledge. That is a sign of the close of doom. Someone who occupies a certain position, must have knowledge or expertise (professional) in accordance with the needs of the position. Leading an institution is a mandate that must be accounted for. Because madrasah head leadership is one of the factors that can encourage madrasahs to be able to realize the vision, mission, goals and objectives of madrasahs

through programs that are implemented in a planned and gradual manner. According to Fasli Jalal, and Dedi Supriyadi, (2011) that the high and low quality of education in Madrasahs is strongly influenced by managerial variables, in this case the managerial capabilities of the headmaster. Weaknesses in terms of education management are one of the main causes of the unsatisfactory quality of education. The point is the headmaster is the number one person who can determine the success or failure of educational goals.

The factors that cause the failure of madrasah principals in developing their madrasahs are not only caused by the lack of educational facilities, but more are caused by failures in implementing the managerial capabilities of madrasah principals. The inability of madrasah principals to lead madrasahs is caused by a lack of knowledge and skills about techniques, human relations, and conceptual abilities. Hersey in Wahjo Sumidjo, (2017) said that in order to carry out managerial tasks three types of skills are needed, namely; technical, human, and conceptual.

The Role of the Madrasah Head as A Leader

Leader or leader is closely related to the problem of leadership which is the art of managing individuals and society, as well as motivating their enthusiasm to achieve the goals set. The madrasah head is a leader who plans, organizes, coordinates, supervises, and completes all educational activities in the madrasah in order to achieve educational goals.

The role of the madrasah head as a leader requires the ability to apply leadership types and managerial abilities, as follows:

Ability to Implement Leadership Types

Each leader basically has a different behavior in leading his followers. The behavior of these leaders is briefly referred to as the type of leadership (leadership style). The type of leadership in question is the theory of leadership from the leader behavior approach. From one aspect this approach is still focused again on the type of leadership (leadership style), because the type of leadership is part of the leader behavior approach that focuses on the process of leadership dynamics in an effort to influence individual activities to achieve a goal in a particular situation. The types

of leadership that are applied by a leader, described the following types of leadership:

1) Charismatic Type

According to Veithzal Rivai, Sylviana Murni, (2016) that leaders who are classified as charismatic types generally have a very large authority towards their followers. His authority radiates from his personality, which he brought with him from birth. Thus, charismatic leaders usually have supernatural power. From his appearance radiates authority which causes his followers to feel attracted and impressed and obedient. In Islam, the type of charismatic leadership (spiritual leadership) is defined as leadership that is very protective of ethical values, noble moral values and maintaining the spiritual values that exist behind its position as a leader. According to Mas'ud Said, (2017) that this kind of leader does his activities really only satisfy his followers through empowering, recovering, benefiting and also not only being able to provide financial benefits, but their hearts, souls, they are also entertained so that they are motivated by work that is effective, efficient and productive and ultimately has an impact on organizational development.

2) Paternalistic Type

According to Veithzal Rivai, Sylviana Murni, (2016) that a leader who is classified as a paternalistic type leader is a leader who has the following characteristics: view and consider subordinates as children (not yet mature), being too protective, rarely giving opportunities to subordinates to make decisions, rarely provide opportunities for subordinates to develop their creativity and vitality, rarely provide opportunities for initiative, and are omniscient. This type of leadership is often found in family environments where a father or father is a family leader. And this is related to the attitude of a father towards his children.

3) Militaryistic Type

According to Veithzal Rivai, Sylviana Murni, (2016) that a leader who carries out his leadership with a militaristic type is a leader with the following characteristics: often uses a command system (instructions), relies on rank and position, likes formalistic matters superfluous, deadly discipline, not happy to be criticized, and fond of ceremonies. This type of leadership is applied in the military environment, and this type can also be called a command type.

4) Participatory Types

According to Wahjo Sumidjo, (2010) that this type of leadership is used by those who believe that the way to motivate people is to involve them in the decision making process. This is expected to create a sense of shared goals and objectives. This type of leadership is applied in organizations that involve professional people in it. Almost initially the line carries out organizational functions well. The type of participatory leadership is considered as one of the ideal types of leadership. This leadership is able to carry out administrative tasks effectively. While the leaders consisted of technocrats and administrators who were able to move the dynamics of modernization and development. With this kind of leadership, it is expected that the development of sophisticated administrative technology.

5) Laissez-Faire type

According to M. Asrori Ardiansyah, (2012) that laissez faire if translated can be interpreted as "just let it run" or "not to be ignored", so it contains the attitude of "indifference". This form of leadership is the opposite of authoritarian leadership. The division of tasks and cooperation is left to the members of the group without guidance or suggestions from the leader. So that power and responsibility become confused and not directed. Leadership like this is basically inappropriate if implemented purely in an educational environment. Because in this case each group member moves individually so that all aspects of management cannot be realized and developed.

6) Autocratic Type

According to Veithzal Rivai, Sylviana Murni, (2016) that autocratic comes from the word *oto* which means itself, and *kratos* which means government. So autocratic means having the nature of governing and self-determining. The characteristics of autocratic leaders include: regard the organization as a private owner; identifying personal goals with organizational goals; regard subordinates as mere tools; do not want to accept criticism, suggestions, and opinions; overly dependent on formal authority; using an approach that contains an element of coercion. As a result of his leadership, teachers become obedient people and are unable to take the initiative and are afraid to make decisions, teachers and students are forced to work hard with fear of the threat of punishment, and schools will become static. This type is characterized by dependence on the authorities and

usually assumes that others will not do anything unless told.

7) Democratic Type

According to Veithzal Rivai, Sylviana Murni, (2016) that this type of leadership is most appropriate for leading modern organizations. Some of the characteristics of this type include: always starting from a sense of equality of rights and equality of obligations as human beings, trying to synchronize the interests and goals of the organization with personal and subordinate interests and goals, happy to accept suggestions, opinions and criticisms, prioritizing group cooperation in achieving goals organization, giving the widest possible freedom to subordinates to carry out tasks, trying to provide opportunities for growth to subordinates, and guiding subordinates to be more successful than that.

Various Teacher Competencies

Teacher competence is one thing that is very important in the world of education. Without teacher competence, of course it will experience difficulties in carrying out their duties as professional educators. Therefore, in the educational environment, especially in madrasahs, must have competence. In RI Law No. 14 of 2005, concerning Teachers and Lecturers contains Minister of National Education Regulation No. 16 Know 2007 about Academic Qualifications and Teacher Competencies: Pedagogical Competencies; Personality competence; Social competence; and professional competence.

a. Pedagogical competence

Pedagogical competence is the ability of teachers in managing student learning. In Republic of Indonesia Government Regulation Number 74 Year 2008 concerning chapter II teacher competency and certification article 3 namely pedagogical competence as referred to in paragraph (2) is the ability of teachers in managing learning of students which at least includes:

- 1) Understanding of insight or educational foundation
- 2) Ability to plan learning
- 3) Ability to Carry out Classroom Learning
- 4) The ability to use learning technology
- 5) Ability to apply learning methods
- 6) Ability to evaluate learning outcomes
- 7) The ability to develop students in actualizing the various potentials they have.

Pedagogical competence is the ability to manage learning which is described operationally as follows:

1) Understanding of insight or educational foundation

The educational foundation that must be mastered by teachers are:

- a. Recognize the goals of education to achieve national education: (1) review the objectives of national education; (2) review the objectives of primary and secondary education; (3) examine between primary and secondary education objectives with national education goals; (4) examines learning activities that accelerate the achievement of national education goals.
- b. Recognize the function of the school in society: (1) examine the role of the school (2) examine the events that reflect the school as a center of education and culture; (3) managing school activities that reflect the school as a center for education and culture.
- c. Get to know the basic competency standards and the indicators of learning competencies.
- d. The teacher has a scientific education background so that he has academic and intellectual expertise.
- e. Refers to the subject-based learning management system (subjects).
- f. Teachers should have a match between the scientific background with the subject being fostered.
- g. The teacher has knowledge and experience in organizing learning in the classroom.

b. Learning Implementation Plan

Planning involves setting goals, and competencies, and estimating how they are delivered. Planning is a central function of learning management and must be future oriented. Making and making decisions about the learning process, the teacher as a learning manager must make various choices towards achieving goals. The teacher as a learning manager must be able to make the right decisions to manage various sources, both resources, funding sources, and learning resources to form basic competencies, and achieve learning objectives.

According to Harjanto, (2003) planning is a projection of what is needed in order to achieve valid and valuable goals. Planning has to do with determining what will be done in learning. Learning refers to article 1 paragraph 20 of RI Law number 20 of 2003 concerning the National Education System that "Learning is the process of interaction of students with educators and learning resources in a learning environment". Learning is a

complex process, not just imparting knowledge to students but many things that educators do so that it causes changes in student behavior.

Abdul Madjid, (2005) states that learning can be interpreted as a process carried out by educators in guiding, assisting, and directing students to have learning experiences. Learning is related to how (how to) learn students or how to make students can learn easily and be encouraged by their own ability to learn what (what to) is actualized in the curriculum as the needs (needs) of students. The implementation of the learning program has a very important meaning in the success of the implementation of education so that a Learning Implementation Plan (RPP) is needed.

Learning Implementation Plan (RPP) is a plan that describes the procedure and organization of learning to achieve a basic competency set out in the Content Standards and outlined in the syllabus. The broadest scope of the Learning Implementation Plan includes 1 (one) basic competency consisting of 1 (one) indicator or several indicators for 1 (one) meeting or more. The Learning Implementation Plan contains at least the learning objectives, teaching materials, teaching methods, learning resources, and assessment of learning outcomes.

The lesson plans are translated from the syllabus to direct learners' learning activities in an effort to achieve basic competencies. Every teacher in the education unit is obliged to compile lesson plans in a complete and systematic manner so that learning takes place interactively, inspiratively, fun, challenging, motivating students to participate actively, as well as providing sufficient space for initiative, creativity, and independence in accordance with their talents, interests, and physical and psychological development of students. The lesson plans are arranged as completely and systematically as possible so that they are easily understood and implemented by other teachers. Especially when the teacher is absent, other teachers from allied subjects can replace directly, without having to feel confused when they want to implement it. The preparation of the RPP aims to design learners' learning experiences to achieve learning objectives. There is no specific plot (algorithm) for preparing a lesson plan, because the design should be rich in innovation in accordance with the specifications of teaching materials and the learning environment of students (local natural and cultural resources, community needs and the development of science and technology).



According to Jusuf Enoch, (2012) the teacher certification portfolio was found, that in general teacher RPP tends to be routine and dry about innovation. It is suspected that in preparing the lesson plan the teacher does not appreciate the professional life of the educator. This situation can be understood because, teachers are accustomed to accept forms in a format that restrains teachers to innovate and preparation of lesson plans tends to be formal in nature. Not a major component as a reference for learning activities. So that when the autonomy of education is posted no teacher can trust it. The proof of the behavior of preparing lesson plans and teaching behavior of teachers does not change much.

Research methods

Data collection is carried out in various techniques through observation that is a systematic observation and recording of what is studied. There are two types of observations in this research, namely participatory and non-participatory observation. Menuer Sudarwan Danim, (2005) Participatory observation, namely researchers must be involved or play a lot of roles as should be done by respondents. While non-participatory observation is that the researcher only observes directly the respondent's activities without being involved in the activities carried out by the research subjects. In this study, the observations made were field observations where the researchers dug up information to find out the research location in detail and then the researchers conducted non-participatory observations where the researchers only observed directly the activities of the research subjects without being involved in the activities carried out by the research subjects. In observations in this study, researchers observed the leadership behaviors of madrasah principals, the atmosphere of madrasahs including the environment and the situation of teachers and students, and those related to the leadership role of madrasah principals and teacher competence towards learning success in MAN 1 and MAN 2, Sinjai District, South Sulawesi Province. Observation activities carried out as a form of clarification of data from the results of interviews so that research results are more accurate.

In analyzing data collected, researchers used an analysis based on the analysis of Miles and Huberman's model data quoted by Moleong (2010). According to him that the activities in qualitative data analysis are carried out interactively and take place continuously until finished so that the data is

saturated. Activities in data analysis through data reduction which is the part of data analysis that sharpens, classifies leads, discards unnecessary data and organizes data in such a way that conclusions can finally be drawn and verified. Also data display in presentation of data (display data) is a collection of information arranged that gives the possibility of drawing conclusions and taking action. Data verification is to draw conclusions from the beginning of data collection. Researchers began to search for the meaning of objects, patterns, explanations, possible configurations, causal pathways, and proportions. Data verification can be done to seek justification and agreement, so that data validation can be achieved.

Learning Success of Students at MAN 1 and MAN 2 in Sinjai District

The success of learning is often used in education to express the conditions or outputs of students who have gone through the learning process in class. Learning success is used to show the achievement of the level of success in achieving goals in a predetermined process, through guidance, attention, influence, in the learning process. Even the success of learning means students' mastery of the subject matter obtained from learning outcomes expressed in the form of scores (grades) after participating in learning activities. Knowing the success of student learning in MAN 1 and MAN 2 Sinjai District researchers interviewed with the curriculum head of MAN 1 Sinjai District, as follows: "To find out the learning success of students in this madrasah, the teacher refers to the determination of km, km, 75, kls XI, 80, kls XII, 85 and refers to the existing assessment structure in K-13, which must meet the assessment of attitudes, skills, and knowledge. However, teachers do not merely assess but also give feedback. Here the teacher not only puts forward the results but also the process, because the process is more important. The value of the learning success of students in madrasahs is said to be good because the figure reaches a value of 75.12 percent in odd semester ". (Muhammad Ansar Wakamad MAN 1 curriculum Sinjai District, Interview, Sinjai, December 27, 2018) While the Head of MAN 2 Sinjai Regency said: "Basically, to find out the success of learning of teachers in madrasah students determine kkm standards based on the results of MGMP, kls X 75, kls XI, 80, kls XII, 85 specifically the field of study of religious families follows the determination of kkm to the exact field of study. in addition to conducting

individual assessments it is also recommended to conduct classroom-based assessments using assessments as portfolio-based "assessments", that are activities carried out to obtain and effectively inform information about the learning success of students at the classroom level during and after learning activities. In evaluating the learning success of teacher students refers to the K-13 assessment, which must meet the assessment of attitudes, skills, and knowledge. (Zakiah Parman, Head of MAN 2 Sinjai Regency, Interview, Sinjai, 11 February 2019).

The results of interviews with Vice principal of MAN 2 Kabupaten Sinjai, as follows: "In the assessment of learning success assessed first in terms of attitudes that include spiritual attitudes and social attitudes. The spiritual attitude in this madrasah, based on the recapitulation of the assessment of all teachers is very good because students are very accustomed to praying before & after learning activities, giving & answering greetings, midday prayers, showing gratitude. Second in terms of knowledge, namely the achievement of competence is complete with a predicate of 'Good'. It is said to be quite good because the recapitulation results of teacher assessment are good students in responding to spiritual activities, because students are able to read al, qur, and an. For example in the subject of al-Qur'an traditions in students are very good at understanding the content of the Qur'an, and the content of traditions. Similarly, in learning Indonesian, competency achievement is complete with the title 'Good'. Students are good at expressing sympathy, empathy, caring, and feeling in the form of inspirational stories by paying attention to the structure of the story and linguistic aspects and also very good at deducing objectives, materials / tools, steps, and results in experimental reports that are heard and / or read . In the subject of aqidah the achievement of competency is complete with the title 'Good'. Because students in presenting a concept map understanding and theorems of faith to the Apostle presenting the concept map of the characteristics of the Apostle presents stories about the existence of miracles, karamah, ma'unah, and irhasmsimulate the positive impact of traits (husnudzan, tawadhu, tasamuh, and ta'awun) and also very good at presenting the concept map of understanding and theorems of faith to the Apostle presents a concept map of the characteristics of the Apostle presents stories about the existence of miracles, karamah, ma'unah, simulating the positive impact of traits

(husnudzan, tawadhu, tasamuh, and ta'awun) ". (Nur Aisyah Yunus, WAKAMAD Student Affairs MAN 2 Sinjai Regency, Interview, Sinjai, 7 February 2019).

The success of learning presented by the informant is an achievement obtained by students in the learning process as outlined in numbers and in the application of daily life to the knowledge gained. high or low learning success shows the success of the teacher in delivering subject matter in the learning process. Researchers interview with the Sociology teacher MAN 1 Sinjai Regency as follows: "To find out the learning success of students is measured by comparing the learning success of a student with the success of learning achieved by his classmates or group. So the granting of scores refers to the results of comparisons between scores obtained by classmates or groups with their own scores. The norm reference approach can also be implemented by calculating and comparing the percentage of correct answers produced with the percentage of correct answers produced by his friends ". (Ummu Kalsum, Sociology Teacher MAN 1 Sinjai Regency, Interview, Sinjai, December 15, 2018).

Based on the results of the interview above, the learning success of students at MAN 1 and MAN 2, Sinjai Regency was learned through the teacher measuring changes in behavior that have occurred in students. The measurement has an influence in two forms, namely students have perspective on the strengths and weaknesses of the desired behavior and they get that the desired behavior has increased either step or two stages so that there arises a gap again between the appearance of the current behavior and the desired one. The results of observations and interviews (Suarni Suyuti, Deputy of Curriculum, MAN 2 Sinjai Regency, as follows: "To find out student achievement must determine indicators of learning achievement. After knowing the indicators and obtaining scores on the evaluation results of learning achievement, the next step is to set limits minimum learning success of these students, from observations that occurred before, nearly 35 percent of alumni entered state universities. And students of class XII Ips 2019 school year had become the first champion in the national level KSM (Madrasah Composition) competition on behalf of mutmainnah Agus, Kls XI Ips won first place at the provincial level on behalf of Mirnawati (Sinjai Interview, 27 December 2018 Muh Amrin, S.Pd, MAN Teacher 2, Sinjai District) This set a minimum limit for learning success always related

to efforts to disclose learning success. (Suarni, Deputy Chief Curriculum, MAN 2 Sinjai Regency, Wawan way, Sinjai, December 22, 2018). It can be said that the learning success achieved by students is indicated by the test scores or numbers given by the teacher through the evaluation of learning outcomes by using tests to measure learning success. The results of interviews with the sociology teacher MAN 2 Sinjai Regency, as follows: "To find out the success of the learning of students in this madrasah used tests in the form of daily test results every KD planned to obtain information about the trait, educational attributes, psychology or learning outcomes that each question or the task has an answer or condition that is considered correct. Assessment of learning success is done to make decisions by using information obtained through measurement of learning success to give value about the quality of learning success of students in this madrasah ". (Sukmawati, Sociology Teacher MAN 2 Sinjai Regency, Interview, Sinjai, December 21, 2018).

Based on the description above that to find out the success of students learning at MAN 1 Sinjai Regency used report card grades that have been given to students to get answers from students in oral form (oral test), in written form (written test), and in the form deeds (action tests), especially in MAN 1 Sinjai cognitive district with regard to the mastery of teaching materials in accordance with the objectives of education and teaching. In accordance with the accumulation of the cognitive side of MAN 1 students in Sinjai Regency, only 15 percent of the alumni who were entrusted to State universities. The success of student learning in MAN 1 and MAN 2 in Sinjai Regency can be seen from the increased ability in the aspects of knowledge, aspects of skills, and aspects of changing attitudes for the better than before. The research results are as follows:

Cognitive Learning Success (Science)

The increase success of students in learning at MAN 1 and MAN 2 Sinjai can be seen from the increase increasing the ability of knowledge, skills, and attitudes of students. These aspects of improvement are what are to be achieved in every learning activity, as stated by the geography teacher MAN 1 Sinjai Regency, as follows: With this motivation will bring a positive impact, where students who previously lacked a little learning become encouraged and try to increase the success of learning towards a better direction. For example, students who get less grades change into moderate, and for students who

get moderate scores get better, and for students who have obtained good grades get better. (Sri Tati Mulyana, S.Pd MAN Geography Teacher 1, Sinjai Regency, Interview, Sinjai, January 15, 2019).

Based on this description, a picture can be obtained so that students both individually and collectively there are changes that occur in him. The manifestation of learning success, namely from the change, is the growing awareness of students to understand and carry out tasks involving learning tasks and tasks as a Muslim which is carried out on its own without the need for encouraging elements that bring students to do so. The teacher's explanation is further as follows: "The description of the material in history lessons, for example, is given integrally and openly, so that students are not trapped in a narrow and rigid understanding. For example, in understanding the stories in the Qur'an and the hadith are harmonized with modern thought. Regarding the stories of the past contained in the Koran, in addition to being interpreted as a lesson, they understand it contextually which leads to the actualization of the understanding of Islamic teachings. The story of the Prophet Lut, for example, which was destroyed because of homosexual practices and lesbian practices, as mentioned in surah al-Anbiyaa verse 74 is associated with the outbreak of AIDS which is now a scourge for all mankind in this world. (Rosmini, Al-Qur'an Teacher, an Hadith, MAN 2 District. Sinjai, Interview, Sinjai, January 11, 2019).

The development of students' religious understanding can be observed to be closely related to the quality of insight they have and the input they receive from various learning sources. In connection with the above, one deputy head of the Madrasah said that: "The activeness of the teacher or instructor and the presence of students in the learning process activities are emphasized, because the presence of students will later determine their own graduation, of course". (Muhammad Ansar, WAKAMAD Division of Curriculum MAN 1, Sinjai Regency, Interview, Sinjai, December 12, 2018).

Emphasis as has been explained above, basically enough to help improve the success of students. It's just that the attitudes and behaviors that they show are sometimes not in accordance with what they learn, the elements of values and elements of morality are felt to be lacking, so many of them do deviations. Increasing the learning success of MAN 1 and MAN 2 students in Sinjai Regency can be seen from the level of student activity in the learning process: "Increasing the

learning outcomes of MAN 2 students in Sinjai Regency, students gain knowledge about life as social creatures as a provision in living current and current lives. will come. So in fact students are very motivated to take lessons in class. (Teacher's moonlight at MAN 2, Sinjai Regency, Interview, Sinjai, December 27, 2018).

There appears to be an increase in the learning success of MAN 1 and MAN 2 students in Kab. Sinjai arises from the awareness of students to gain knowledge, understanding that leads to appreciation and experience in social life. As explained above, that motivation is related to interests, therefore motivation is also related to needs. Because students are encouraged to do something when they feel there is a need. This need arises because of an unbalanced, mismatched or tense feeling that demands satisfaction. If it is balanced and satisfying, it means that a desired need is reached.

Motivation of students is classified as good, it was stated by the teacher of MAN 1 Sinjai Regency by paying attention to some of the characteristics of motivation that exist in students, namely: "If observed in depth actually students in this Madrasah have sufficient motivation. This can be seen in terms of: First, students are diligent in facing the task (can work continuously for a long time, never stop before completion); Second, resilient to face difficulties (not quickly despair); the third is happy if it is able to solve the problem, and there have been no complaints of students about Islamic Education learning activities and there are also no complaints about extracurricular activities carried out at this airport. (Wahidah, Teacher at MAN 1 Sinjai Regency, Interview, Sinjai, December 27, 2018).

The explanation above indicates that the students in MAN 1 Sinjai Regency have quite strong motivation. The characteristics as mentioned by one of the teachers can occur because of a desire to learn and stimuli from outside or encouragement from the teacher as a result of the support of teacher professional development in improving the quality of learning of MAN 1 and MAN 2 students in Sinjai Regency.

The Success of Psychomotor Learning (skills)

The success student of learning at MAN 1 and MAN in District Sinjai, in terms of skills can be seen from religious activities carried out by the teacher. Specifically in MAN 1 Sinjai Regency, among others, as stated by one of the teachers of MAN 1 Sinjai Regency, namely: every year all

activities that are contested on charity day of the Ministry of Religion, the average MAN 1 sinjai students are always winning, this students have the skills and ability. In essence, because every time given training and guidance in the development of curricular to students. Besides holding religious lectures on designated days, such as MABIT, after the Isyah prayers once a month, take turns and activate the students, especially the student council officials follow the midday prayer in congregation. (Rahmatiah, MAN 1 Sinjai District Teacher, Interview, Sinjai, December 28, 2018).

The results of observations while attending the midday prayer at the mosque MAN 2 Sinjai Regency, was true that there was a cult conducted by students in turns. Kultum training activities every day after the noon prayer performed by students who can help students develop talents, understanding, and practice of Islamic religious education. The implementation is more an initiative of the teachers and students organized by the Madrasah student council officials especially in this case initiated by the field of religious guidance.

The Success of Affective Learning (attitude)

The success of learning MAN 1 and MAN 2 learners Kab. Sinjai will emerge and be born in the attitude of students who are commendable in association and daily life. The success of learning MAN 1 and MAN 2 learners Kab. Sinjai as follows: "First, students have functional knowledge about the religion of Islam and practice it; secondly, participants didk believe in the truth of the teachings of Islam and respect for others who believe in their religion as well; third, students' passion to worship; fourth, students read the Holy Qur'an and try to understand it; and fifth, has the nature of Muslim personality (noble character). (Zakiah Parman, Head of MAN 2 Sinjai Regency, Interview, Sinjai, December 24, 2018). From the description it can be understood that the effectiveness of an educational activity does not depend on one aspect and component of education alone, but on many aspects. The effectiveness of these aspects can drive the effectiveness of education. Each component of education is related to each other in supporting the success of education. The informant said, as follows: "The success of learning in MAN 1 students in Sinjai District can be seen from the attitude of students or noble morals felt by madrasah supervisors is an improvement in aspects the behavior and attitudes of the students. ((Syamsuddin, Head of MAN 1

Sinjai District, Interview, Sinjai, 18 December 2018)

Based on observations, the follow-up of learning "The success of learning in MAN 2 students in Sinjai Regency is seen in the behavior and attitudes of students who experience changes for the better. Although not all students experience changes for the better. The success of the learning of MAN 1 and MAN 2 students in Sinjai District can be seen from the behavior and attitudes of students who can experience a better change.

Conclusion

1. Madrasah principal leadership plays an important role in the success of learning in MAN 1 and MAN 2 District Sinjai through the first role of the madrasah head as a leader or leader by implementing several types of leadership including charismatic leadership type, democratic leadership type, transformational leadership type, and participatory type. Secondly through the role of the madrasah head as a supervisor by conducting individual meetings to find out about everything that happens in the learning process in the classroom conducted by the teacher and carrying out classroom observations by the madrasah head which is done not to find mistakes, but to increase the learning outcomes of students in MAN 1 and MAN 2 District Sinjai
2. Teacher competence plays an important role in the success of learning in MAN 1 and MAN 2 Sinjai Regency because objectively teacher competency basically plays a good role, first, pedagogical competence that is the teacher has an understanding insight or educational foundation, the teacher develops a curriculum or syllabus, the teacher prepares the design learning, the teacher carries out educational and dialogical learning, the teacher utilizes learning technology, the teacher carries out the evaluation of learning outcomes, and the teacher carries out the development of students to actualize their various potentials. In pedagogical competence there are still two indicators that have not been implemented, namely the teacher has not applied the learning model and there are still teachers who have not yet done the post test; second, personal competence, or the teacher has a noble character, is authoritative in the eyes of students, the teacher has an honest attitude, becomes an example for students and

the community, conducts an evaluation of his own performance, and develops himself independently and sustainably through MGMP activities and training; third, social competence, namely the teacher has a social nature, communicates well, acts objectively, and the teacher is non-discriminatory; fourth, professional competence, namely the teacher masters subject matter according to the standard content of the education unit program, the teacher has academic qualifications and a steady income, the teacher has the ability to manage classes and students.

3. The success of learning in students MAN 1 and MAN 2 District Sinjai is categorized as good because the shutter attitude, knowledge, and skills have been completed because students have met the minimum completeness criteria set by each subject teacher through the results of assessments conducted by the teacher, for example daily tests, homework assignments, oral tests conducted during lessons, and the final chess quarter test. Apart from the test results students have increased ability, both increased ability of knowledge, skills, and attitudes of students that is a change in a direction that is better than before both in terms of behavior, attitudes and discipline of students, as well as increased student motivation to learn both relating to intracurricular and extracurricular activities.

BIBLIOGRAPHY

1. Abu 'Abdillah Muhammad bin Ismail Al-Bukhari, *Shahih al-Bukhari, Juz 1* (Beirut: Dar al-Kutub al-Ilmiyah, 1992 M/1412 H).
2. Ahmadi, Abu dan Suro Tri Prasetyo, *Strategi Belajar Mengajar* (Cet. I; Bandung: CV. Pustaka Setia, 1997)
3. Al-Bukhariy, *al-Jami' al-Sahih al-Mukhtasar, Juz I* (Baerut: Dar Ibn Kasir, 1987).
4. Aris Pongtuluran, *Manajemen Mutu Total dalam Pendidikan*, Makalah disampaikan dalam Konfrensi Nasional Manajemen Pendidikan, (Jakarta: 2012).
5. AS. Hornby, *Oxford Edvanded Dictionary of English* (London: Oxford University Press, 2014).
6. Danim, Sudarwan. *Inovasi Pendidikan dalam Upaya Peningkatan*

- Profesionalisme Tenaga Kependidikan* (Cet. I; Bandung: CV. Pustaka Setia, 2002).
7. Danim, Sudarwan. *Media Komunikasi Pendidikan: Pelayanan Profesional Pembelajaran dan Mutu Hasil Belajar* (Cet. II; Jakarta: PT. Bumi Aksara, 2008).
 8. Daryanto, *Administrasi Pendidikan* (Cet. VIII; Jakarta: Rineka Cipta, 2017).
 9. Dede Sumiyati, *Efektifitas Kepemimpinan Kepala Madrasah dan Motivasi Kerja Guru Terhadap Kinerja Guru Madrasah* (Jakarta: Lembaga Edukasi dan Administrasi Riset Nusantara, 2012).
 10. Dedi Supriadi, *Manajemen Citra dan martabat Guru*, (Yogyakarta: Adicita Karya Nusa, 2016).
 11. Depag RI, *Pedoman Manajemen Berbasis Madrasah* (Cet. II; Jakarta: t.p, 2005).
 12. Departemen Agama RI, *Al-Qur'an dan Terjemahnya* (Bandung: PT Syamil Cipta Media, 2012).
 13. Departemen Agama RI. *AL-Qur'an dan Terjemahnya* (Yayasan Penyelenggara Penerjemah al-Qur'an, (PT. Syamil Cipta Media, 2005).
 14. Departemen Agama, *Panduan Pengembangan Ciri Khas Madrasah* (Cet. I; Jakarta: BMPM, 2005).
 15. Departemen Pendidikan dan Kebudayaan, *Kamus Besar Bahasa Indonesia*, Edisi III (Cet. II; Jakarta: Balai Pustaka, 2012).
 16. Departemen Pendidikan Nasional RI, *Undang-Undang RI. Nomor. 20. Tahun 2003 tentang Sisdiknas* (Jakarta: Dirjen Pend. Dasar dan Menengah Bagian Proyek Penilaian Hasil Belajar Tahap Akhir Nasional, 2003).
 17. Diknas, *Manajemen peningkatan Mutu Berbasis Madrasah*, (Jakarta: Dikdasmen, 2000).
 18. Fandy Tjiptono dan Anastasia Diana, *Prinsip-prinsip Total Quality Management* (Edisi Revisi, Yogyakarta: ANDI, 2014).
 19. Fuad Fahrudin, *Peningkatan Mutu Masrasah Pada Era Otonomi Daerah* (Yogyakarta: Perpustakaan UIN Sunan Kalijaga, 2003).
 20. Getteng, Abd. Rahman. *Pendidikan Islam di Sulawesi Selatan, Tinjauan Historis dari Tradisional Hingga Modern* (Cet. I, Yogyakarta: Graha Guru, 2005).
 21. Gilberg Austin, *The Difference Between High And Low Achieving Schools, International Journal of Education* <https://www.elkjournals.com/MasterAdmin/UploadFolder/> diakses, 13/9/2018.
 22. Kartono, *Pemimpin dan Kepemimpinan: Apakah Pemimpin Abnormal Itu?* (Jakarta: PT. Raja Grafindo Persada, 1998).
 23. Kenneth Blanchard, "Leadership and the One Minute Manager" diterjemahkan oleh Agus Maulana, *Kepemimpinan dan Manajer Satu Menit: Meningkatkan Efektifitas Melalui Kepemimpinan Situasional* (Jakarta: Erlangga, 2012).
 24. M. Quraish Shihab, *Tafsir al-Mishbah Pesan, Kesan dan Keserasian al-Qur'an*, Vol.12, (Cet. II; Jakarta: Lentera Hati, 2004).
 25. Moleong, Lexy J. 2010, *Metodologi Penelitian Kualitatif*, Cet. XXVII; Bandung: Remaja Rosdakarya.
 26. Muhaimin, et al, *Paradigma Pendidikan Islam, Upaya Mengefektifkan Pendidikan Agama Islam di Sekolah* (Cet. III; Bandung: Remaja Rosda Karya Offset, 2004).
 27. Muhammad Abdul Mun'im Khomis, *Al-Idarah fi Shadr al-Islam* (Dirasah Muqaranah, 1974).
 28. Mulyasa, E. *Menjadi Kepala Madrasah Profesional* (Cet IX; Bandung: Remaja Rosdakarya; 2017).
 29. -----, *Standar Kompetensi dan Sertifikasi Guru* (Cet. III; Bandung: PT. Remaja Rosdakarya, 2008)
 30. -----, *Standar Kompetensi dan Sertifikasi Guru*, Bandung: PT. Remaja Rosda Karya, 2008.
 31. -----, *Kurikulum Berbasis Kompetensi, Konsep, Karakteristik, dan Implementasi* (Bandung: PT. Remaja Rosdakarya, 2002)
 32. Peraturan Menteri Agama RI No. 16 Tahun 2010 tentang Pengelolaan Pendidikan Agama pada Sekolah, Bab VI, Pasal 16 Ayat 2.
 33. Peraturan Menteri Agama RI. No. 16 Tahun 2010 Tentang Pengelolaan Pendidikan Agama Pada Sekolah, Bab VI, pasal 16 ayat 2.
 34. Peraturan Menteri Agama RI. No. 16 Tahun 2010 Tentang Pengelolaan Pendidikan Agama Pada Sekolah, Bab VI, pasal 16 ayat 2.

35. Republik Indonesia, *Undang-undang RI Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional*, pasal 51 ayat (1).
36. Ridwan, *Skala Pengukuran Variabel-variabel Penelitian* (Bandung: Alfabeta, 2005).
37. Sallis, *Total Quality Management in Education*, ali bahasa Ahmad Ali Riyadi dan Fahrurrozi, (Yogyakarta: IRCISOD, 2016).
38. Sanjaya, Wina. *Pembelajaran dalam Implementasi Kurikulum Berbasis Kompetensi* (Cet. II; Jakarta: Kencana Prenada Media Group, 2006).
39. Sidi, *Strategi Pendidikan Nasional*, Makalah, disampaikan pada simposium dan musyawarah Nasional 1 Alumni Program Pascasarjana Universitas Negeri Malang tanggal 13-14 oktober 2001.
40. Slameto, *Belajar dan Faktor-faktor yang Mempengaruhinya* (Cet. XV; Jakarta: Rineka Cipta, 2013).
41. Stephen P. Robbins, *Perubahan dalam Pendidikan* (Cet. 1; Jakarta: Prenada Media Group, 2001).
42. Sudarwan Danim, *Visi Baru Manajemen Madrasah dari Unit Birokrasi ke Lembaga Akademik*, Cet XII Jakarta: Bumi Aksara, 2017).
43. Sudarwan Danim, *Visi Baru Manajemen; dari Unit Birokrasi ke Lembaga Akademik*, (Jakarta : Bumi Aksara, 2005).
44. Syafaruddin, *Manajemen Lembaga Pendidikan Islam* (Cet. I; Jakarta: Ciputat Press, 2015).
45. Syafaruddin, *Manajemen Mutu Terpadu dalam Pendidikan* (Cet. I; Jakarta: PT.Grasindo, 2012).
46. Syah, Muhibbin. *Psikologi Pendidikan dengan Pendekatan Baru*. Bandung: Remaja, 2000.
47. Syamsul Nizar, *Pendidikan Islam (Pendekatan Historis, Teoritis, dan Praktis)*, (Cet. I; Jakarta: Ciputat Press, 2002).
48. T. Hani Handoko, *Manajemen* (edisi 2; Yogyakarta: BPFE, 2015).
49. Thaha, M. Chabib *Teknik Evaluasi Pendidikan* (Jakarta: PT. Raja Grafindo Persada, 2003).
50. Undang-Undang Guru dan Dosen (UU RI No. 14 Th. 2005) Dilengkapi dengan Perpres RI No. 65 Th. 2007, No. 58 Th. 2006, Kepmendiknas No. 057 dan 056 Th. 2007, Permendiknas No. 42,32,18,16 Th. 2007, dan No. 7 Th. 2006, h. 4.
51. Veithzal Rivai, Sylviana Murni, *Education Management: Analisis Teori dan Praktik* (Cet. IX; Jakarta: PT. Raja Grafindo Persada, 2016).
52. Veithzal Rivai, Sylviana Murni, *Education Management: Analisis Teori dan Praktik* (Jakarta: PT. Raja Grafindo Persada, 2009).
53. Wahjo Sumidjo, *Kepemimpinan Kepala Madrasah: Tinjauan Teoritik dan Permasalahannya* (Cet. VII; Jakarta: PT. Raja Grafindo Perada, 2010).
54. Wahjosumidjo, *Kepemimpinan Kepala Madrasah, Tinjauan Teoretik dan Permasalahannya* (Jakarta: RajaGrafindo Persada, 2015).
55. Wahyosumidjo, *Kepemimpinan Kepala Madrasah: Tinjauan Teoritik dan Permasalahannya* (Cet. VII; Jakarta: PT. Raja Grafindo Perada, 2010).
56. Wahyudi, *Kepemimpinan Kepala Sekolah dalam Organisasi Pembelajaran (Learning Organization)* (Cet. II; Bandung: ALFABETA, 2009).
57. William Mentja, *Manajemen Pendidikan dan Supervisi Pengajaran : Kumpulan Karya Tulis Terpublikasi* (Cet, I ; Malang: Wineka Media, 2002).
58. William Mentja, *Manajemen Pendidikan dan Supervisi Pengajaran: Kumpulan Karya Tulis Terpublikasi* (Cet, I; Malang: Wineka Media, 2012).
59. Yamin, Martis dan Maisah, *Standarisasi Kinerja Guru* (Jakarta: Gaung Persada Press, 2010).