

# Unravelling the Dynamics of Madrasah Principal Performance and Teacher Quality: A Literature Review

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**ABSTRACT.** This study investigates teacher quality, principal performance, and the relationship between the two in the madrasa context. The research method uses a literature review. This study's primary and secondary data sources are books and articles from scientific journals. Selection, analysis, synthesis, and interpretation are carried out using this method. The study's findings indicate that the school principal's responsibility is to fulfill his duties and obligations, emphasizing his performance in terms of motivation, knowledge, attitudes, and psychomotor skills. School administrators' total efficacy is reflected in their responsibilities as managers, supervisors, educators, leaders, innovators, and motivators. Effective teaching consists of the following elements: discipline, authority, accountability, charisma, and attitude. In conclusion, the effectiveness of school principals and the caliber of their faculty are critical factors in the development of madrasas. Suggestions state that principal performance and teacher quality should be regularly monitored.

**Keywords:** *Principal performance, school principal, teacher quality*



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## INTRODUCTION

Principals in Islamic educational institutions undertake a variety of duties and responsibilities, which are included in the performance of madrasah principals (Bahzar, 2019; Brooks et al., 2020; Haeruman et al., 2021; Prayogi et al., 2022). The principal is responsible for creating a supportive learning environment that fosters students' academic excellence, moral development, and spiritual growth. They carry out this responsibility in their capacities as visionary leaders (Gurr et al., 2006; Prestiadi et al., 2019; Daş et al., 2022), teaching guides (Daresh, 2002; Blasé & Blase, 2003), and administrative managers (Dinham, 2005; Fayezi et al., 2012; Sharp et al., 2012). Nonetheless, there are many obstacles that Madrasah leaders must overcome to support students in the Islamic educational setting effectively (Muhammadi et al., 2015). Principals frequently experience role ambiguity and job stress due to their struggles balancing administrative duties, instructional leadership, and societal expectations (Neumerski et al., 2018; DeMatthews et al., 2021).

The ability to cultivate positive relationships with stakeholders, such as teachers, students, parents, and community members, while navigating a complex cultural, religious, and educational landscape is essential for effective principal performance (Tran & Bon, 2016; Spillane et al., 2022; Owan et al., 2022). Principals' ability to successfully navigate varied educational settings and apply effective leadership methods is further hampered by their restricted access to professional development opportunities and poor training (Darling-Hammond et al., 2009; Lindsey et al., 2018; Bozkurt et al., 2020). Teachers' views toward their jobs are significantly impacted by the principal's



leadership and the teachers' cooperation, according to Duyar et al. (2019). Their multilevel study revealed that teachers who interacted with their peers and felt supported by an effective administrator tended to have more positive work attitudes. It demonstrates how crucial encouraging leadership and teacher support are to fostering a positive and encouraging work environment for educators.

Due to their lack of formal training and expertise in contemporary teaching methods, madrasah instructors' qualifications are frequently questioned (Park & Niyozov, 2008; Bano, 2013). The dynamics of madrasah principal performance are frequently seen as a decisive element in raising educational standards. According to a study by Hidayat et al. (2020), madrasa heads with excellent administrative abilities can encourage instructors to participate in their professional development and raise the standard of instruction. Nonetheless, the primary goal of initiatives to raise the efficacy of the madrasa education system overall continues to be the difficulty of raising the caliber of madrasa instructors.

The educational literature is paying more and more attention to earlier research on the dynamics of madrasa head performance and the caliber of madrasa instructors. For instance, studies by Ahmad et al. (2020) have emphasized the significance of teacher preparation in raising the standard of instruction in madrasas. In the meantime, Yusuf et al.'s (2019) research highlighted the madrasah heads' contribution to teachers' professional growth. Furthermore, Fitriani 's (2018) research delves into how technology integration enhances the pedagogical abilities of madrasa instructors and offers fresh approaches to raising the standard of instruction in madrasas. These results offer insightful information about how several elements, including technological integration, leadership support, motivation, and communication, might affect the efficacy of education in a madrasa setting. However, the dynamics of the madrasa heads' performance and the general caliber of the teachers at Madrasah Tsanawiyah have yet to be clarified by this investigation. As a result, the dynamics of the madrasah heads' performance and the caliber of the teachers at Madrasah Tsanawiyah are revealed by this research.

## METHOD

This study adopted a literature review method to explore the main concepts regarding madrasa head performance, teacher quality, and madrasa head performance, which have an impact on teacher quality. This research searches and selects high-quality sources through various platforms such as books, Google Scholar, PubMed, Scopus, and Web of Science. The selected sources are then rigorously compiled and analyzed to identify patterns, differences and gaps in the existing literature. The findings from the analysis are then summarized and rechecked to ensure suitability, clarity and consistency. Finally, before publication, the entire content of the findings from this study was filtered and thoroughly reviewed.

## RESULT AND DISCUSSION

### Result

#### *Madrasah Principal Performance*

School principal performance has achieved peak levels and satisfies federally mandated educational requirements. School principals perform a variety of tasks, including those of educators, managers, administrators, supervisors, leaders, and innovators, as demonstrated by Muzakar's (2014) research. The degree of proficiency of the heads of private madrasas in South Bengkulu Regency is demonstrated by the study findings of Hartono and colleagues (2023). Thus, school principals' performance, particularly in this area, may be rated as good based on this set of studies.

### *Teacher Quality*

According to research by Hartono and colleagues (2023), teacher learning management is carefully planned, carried out, and assessed. Supardi's 2017 study further emphasized the excellent caliber of teacher performance. Supardi's (2014) earlier research also showed that teacher performance standards were largely excellent. Furthermore, research by Santiari et al. (2020) discovered that Undiksha Lab School instructors perform very well. Furthermore, Kastawi et al. research from 2021 concluded that teacher quality had reached a "good" level. The combined results of these studies clearly imply that the concerned teachers continue to provide work of an excellent caliber.

### *Madrasah Principal Performance on the Teacher Quality*

Mulyani (2012) found that the effectiveness of school administrators was a significant factor in raising the standard of instruction in the vocational schools located in Purwakarta Regency. In an identical vein, recent studies carried out in 2023 by Hartono et al. demonstrated that the efficacy of madrasah administrators highly impacted teachers' learning quality at Madrasa Tsanawiyah in South Bengkulu Regency. According to Siswanto et al. (2020), one of the principal's managerial duties is assessing teachers' work, which may have an impact on their pedagogical ability. Principals work to raise the bar for teacher professionalism in a variety of ways, including as educators, managers, administrators, supervisors, leaders, innovators, and motivators. Thus, as Huriyati et al. (2022) point out, this creates an atmosphere that is favorable for instructors to grow in their knowledge and expertise. Moreover, studies by Bakhrudin (2021) and Tetuko (2012) cumulatively imply that the efficacy of the principal's position is closely associated with the caliber of classroom instruction. When considered collectively, this collection of data highlights the critical influence madrasah principals' efficacy has on the general quality of staff educators.

## **Discussion**

### *Madrasah Principal Performance*

The findings of the research underscore the significant impact of madrasah principals' performance on the overall quality of the madrasa. As highlighted by Supardi (2016), the principal's effectiveness is a reflection of their adherence to standardized duties and functions guided by established norms and ethics. Similarly, referencing Rusdiana (2016), the principal's performance serves as an indication of their capabilities, encompassing knowledge, attitudes, skills, and motivation, all of which contribute to the tangible outcomes of their work. It is crucial to note that the performance of a school principal is not solely dependent on individual efforts; rather, it necessitates the collaborative support of various stakeholders, including teachers, counselors, school planners, and students, as emphasized by Sutrisno (2010). This collective effort underscores the intricate web of relationships and responsibilities that shape the effectiveness of a school principal in ensuring the overall quality of the educational institution.

A madrasa principal fulfills a variety of functions, including those of an innovator, leader, supervisor, manager, administrator, and educator. In their capacity as educators, principals set the tone for their institutions by promoting an atmosphere of tolerance, respect for one another, and discipline. Furthermore, as educators, madrasa principals foster a positive learning environment, counsel the school community, assist instructors, and create opportunities for advanced study for students with extraordinary aptitudes (Mulyasa, 2007). Hidayatullah and Dahlan (2019) emphasize that principals are tasked with a variety of responsibilities related to education, including monitoring student activities, educating, supervising, and training teachers, assessing teacher performance, and keeping up with developments in educational science. As an educator, the principal plays a crucial role in establishing the institution's culture and encouraging lifelong learning and development among all parties involved.

As a manager, the madrasa principal undertakes various management functions, including planning, organizing, actuating, and controlling, to ensure the effective operation of the institution. Planning, as highlighted by Sagala (2016) and Usman (2010), involves delineating future activities and programs, serving as the foundational step for other managerial tasks. Organizing, as emphasized by Usman (2010) and Ula (2013), entails establishing an organizational structure that aligns with the resources and environment of the institution, effectively distributing work tasks and responsibilities among appropriate individuals. Actuating involves directing and motivating teachers to perform essential tasks within a supportive and collaborative atmosphere. Supervision, closely linked with planning, as a means to gauge the effectiveness of management, facilitating the identification of deviations from plans. Controlling, involves identifying and rectifying plan deviations, thereby contributing to improved planning processes. In implementing school management, the principal oversees various aspects, including institutional, curriculum, learning, assessment, student affairs, facilities, infrastructure, human resources, and finance (Sahay & Thakur, 2007; Amon & Bustami, 2021). The quality of execution in each aspect serves as a barometer for assessing the principal's performance and the overall efficacy of the educational institution.

As a school principal administrator, the individual shoulders the responsibility of coordinating educational activities, managing educational administration, fostering the growth of teaching and educational staff, and overseeing the utilization and upkeep of infrastructure, as articulated by Mulyasa (2007). In this administrative role, the principal is tasked with various duties, including managing the administration of teaching and learning activities, counselling guidance, student affairs, finance, infrastructure, and school committee affairs, as delineated by Widyastuti et al. (2021). Through effective administration, the principal plays a pivotal role in ensuring the smooth functioning of the educational institution and facilitating an environment conducive to learning and development for both students and staff alike.

In the role of a supervisor, the principal adheres to five fundamental principles of supervision elucidated by Mulyasa (2007), including consultative, collegial, non-hierarchical, democratic, teacher-centered, needs-based, and professional assistance-oriented approaches. As a school principal supervisor, the individual is responsible for overseeing and enhancing educational processes, offering guidance on the utilization of media, strategies, approaches, models, methods, and learning techniques, and implementing continuous improvements as a result of supervision, as highlighted by Supriadi (2020). Furthermore, serving as an innovator, the madrasa principal initiates innovative measures such as optimizing educational resources, strategizing community engagement, fostering creativity, setting examples for staff and educators, and developing inventive learning models, as outlined by Sirait (2021). Moreover, in their capacity as motivators, principals play a crucial role in boosting the morale of teaching and educational staff by managing the physical environment and work climate, enforcing discipline, offering encouragement, bestowing awards, and providing access to learning resources, as indicated by Mulyasa (2007) and Hidayatullah & Dahlan (2019). These multifaceted roles collectively contribute to the effective leadership and management of the educational institution, ensuring an environment conducive to learning, innovation, and continuous improvement.

### *Teacher Quality*

The research findings indicate that the quality of teachers falls within the "good" category. This quality encompasses various aspects such as attitude, personality, and intellectual abilities, all of which align with the objectives of national education. Moreover, Mulyasa (2007) emphasizes that the quality of teaching staff is reflected in their possession of personal qualities such as responsibility, authority, and discipline. This quality manifests in several ways, including learning performance, mastery of competencies, and overall professionalism exhibited by teachers. In essence, the quality of teachers plays a crucial role in shaping the educational landscape, ensuring that students receive the highest standard of instruction and guidance in their academic journey.

According to Mulyasa's (2007) viewpoint, the achievement, performance, and results of a teacher's instructional initiatives are all included in their learning performance. Supardi (2016) goes on to clarify that the capacity of teachers to organize, carry out, build connections, assess, and implement enrichment and remedial programs are only a few of the aspects that make up their learning performance. According to Rukmana (2008), a teacher's proficiency with learning media, ability to collaborate with students, lesson preparation and planning, encouraging student engagement, and display of effective learning leadership are other indicators of their learning success. According to Sambrook (2003), achieving high-quality learning depends on how well human resources are equipped with knowledge, skills, and self-awareness. Moreover, Biggs et al., (2022) states that the way in which education is carried out has a significant impact on its quality. As Ibrahim and Robiah (2020) point out, instructors are responsible for energizing learning using a variety of approaches. Arghode et al. (2018) clarifies that suitable, appealing, efficient, effective, and productive learning are characteristics of excellent learning.

The quality of teachers is inherently linked to their mastery of teacher competence, which serves as a cornerstone of effective instruction. Asa (2019) asserts that enhancing teacher quality can be achieved through targeted competency training initiatives. School principals play a pivotal role in this endeavor, as highlighted by Hermino (2016), by demonstrating focus and commitment to curriculum development, provision of facilities and support, competency development, and allocation of budgets to bolster teacher competence. Teacher competencies encompass various dimensions, including pedagogical, personality, professional, and social aspects. These competencies serve as tangible manifestations of teachers' ability to effectively fulfill their educational and instructional duties, a sentiment echoed by Hamalik (2002), who emphasizes the significance of motivation in realizing quality learning outcomes through efficient and effective instructional practices. Moreover, quality teaching staff are characterized by their education, training, experience, mastery of learning strategies, and understanding of educational principles, as articulated by Dewi (2017). In essence, the amalgamation of these competencies underscores the pivotal role of teachers in shaping the educational landscape and fostering meaningful learning experiences for students.

Teacher pedagogical competence as encompassing roles such as educator, guide, and class administrator (Oermann et al., 2017; Falloom, 2020; Ansori et al., 2021). According to National Education Minister Regulation No. 35 of 2010, pedagogic competence entails a spectrum of skills, including mastery of student characteristics, understanding of learning theories and principles, curriculum development, implementation of educational strategies, cultivation of student potential, effective communication with students, and conducting assessments and evaluations. On the other hand, personality competency, as outlined by the Republic of Indonesia (2005), refers to an individual's traits, such as stability, moral integrity, wisdom, authority, and exemplary conduct, which serve as guiding principles for both students and society. It includes maintaining stability, maturity, wisdom, and authority, exhibiting noble and exemplary morals, engaging in self-evaluation, and pursuing sustainable personal development.

Social competence among teachers, as elucidated by Mulyasa (2007), encompasses their aptitude to effectively communicate and interact with various stakeholders, including students, fellow educators, parents, guardians, and the wider community. This competence is demonstrated through teachers' active contributions to educational development at local, national, regional, and international levels, as well as their adept utilization of information and communication technology in communication channels, as noted by Hadis and Nurhayati (2012). On the other hand, teacher professional competence, as articulated by Supardi (2013), entails a comprehensive mastery of both theoretical and practical aspects of scientific disciplines, didactic abilities, psychological methodologies, planning and management skills, and assessment proficiency. This competence is manifest in a teacher's multifaceted roles as a facilitator, guide, environment provider, role model, motivator, agent of cognitive development, and learning manager.



Quality teachers are defined by their professionalism and adherence to established standards. Professional educators must possess a range of attributes, including high intellectual abilities, a comprehensive understanding of national educational goals, practical knowledge transfer skills, proficiency in child psychology, adeptness in organizing the learning process, and creativity in educational approaches. Additionally, Hadis and Nurhayati (2012) emphasizes the importance of commitment, subject mastery, responsibility, and systematic thinking as hallmark traits of professional teachers. Buchanan et al. (2013) further highlights the significance of morals, skills, intellectual capacity, discipline, and teaching experience in defining professional educators. Moreover, Ramdhani et al. (2012) stresses the importance of commitment, initiative, and innovation in the development of professional learning environments. Similarly, Rosita et al. (2016) underscores the importance of teaching experience, skills, intellectual capacity, morals, and discipline in shaping the professionalism of teaching staff. Thus, quality teachers embody a blend of commitment, competence, morality, and innovation, reflecting their dedication to the profession and the holistic development of their students.

#### *Madrasah Principal Performance on the Teacher Quality*

The research findings underscore the significant influence of madrasah principals on the quality of teaching staff. Abbaspour et al. (2024) highlighted the pivotal role of school principal performance in enhancing collaboration and communication within teacher learning activities and student learning environments. Contrary to being mere guardians or administrators of teaching, principals are depicted as models, coaches, facilitators, and guides in teacher learning journeys, as emphasized by Bredeson (2000). Moreover, Bredeson (2000) identified four critical roles of school principals that directly impact teacher instruction: serving as instructional leaders, fostering conducive learning environments, actively participating in the design and determination of teacher professional development content, and providing evaluations of teacher professional development initiatives.

The responsibilities of madrasa principals as educators, managers, administrators, supervisors, leaders, innovators, and motivators are inherently intertwined with their role in enhancing the quality of teaching personnel. Basri (2014) exemplifies this integration by meticulously assigning tasks, planning school schedules, and motivating staff to meet established standards. Drawing from Junni and Karwati's insights (2013), principals, acting as educators, play a pivotal role in influencing the success of school organizations and improving teacher performance. Hermino (2016) underscores the principal's influence by providing guidance and direction to teachers during their learning endeavors, while Susanto (2016) emphasizes the importance of principals in supporting teachers through guidance and coaching to facilitate more effective student learning. Additionally, Mulyasa (2007) advocates for the involvement of teachers in subject-teacher debates and working groups, reinforcing the collaborative relationship between principals and teaching staff in achieving educational objectives.

As the top manager of a madrasah, he carries out management tasks, including planning, organizing, directing, and supervising the implementation of predetermined work plans (Nurhayati, 2021). To carry out educational duties, functions, and responsibilities, schools need managers who can pay attention to teachers, staff, and the entire learning community. They also need to meet needs that support the process and provide a sense of security, calm, and comfort to educators and educational staff while they work (Patterson, 2003). As an administrator, the principal makes decisions, plans, exercises leadership, coordinates, and supervises organizational activities to achieve organizational goals. Mulyasa (2007) states that a principal administrator manages student administration, personnel, curriculum, finances, infrastructure, and relations with the community.

Improving the quality of teachers through supervision of madrasa principals based on the research results of Matondang and Syahril (2021) includes 1) making a supervision schedule; 2) carrying out supervised class visits; 3) observing teachers teaching; 4) coaching through meetings

and discussions; and 5) assessing teacher performance results. Improving the quality of teaching staff based on: 1) The principal carries out educational supervision; 2) The principal carries out performance evaluations by assessing teacher performance and conducting school self-evaluations. There are various efforts that school principals can make to improve the quality of teaching staff through several empowerment activities, supervision programs, subject-teacher consultations, self-evaluation, in-house training, and entrepreneurial activities. Another effort made by school principals is to collaborate in conducting classroom action research. Classroom action research brings benefits: (a) learning development and innovation, (b) curriculum development efforts, and (c) increasing teacher professionalism. Another collaboration is reading and writing articles together.

One of the factors that influences the quality of learning is the leadership of the school principal (Sebastian et al., 2012; Paletta et al., 2017). School principals can monitor teachers' effective performance (Stronge et al., 2013; Özgenel & Mert, 2019). The leadership in question is learning leadership. A learning leader has a set of competencies in formulating learning objectives, developing curriculum, improving learning activities, assessing teacher performance and professionalism and development, building learning communities, and making continuous improvements (Herawan, 2017). Learning leadership that can be implemented: (1) optimize the empowerment of school residents; (2) facilitating and encouraging independence; (3) dividing authority and responsibility; (4) encouraging accountability for work processes and results; (5) forming a compact and intelligent work team; (6) make schools focus on customers; (7) make schools focus on service; (8) anticipating change and systems thinking; and (9) commitment to quality and continuous improvement (Halinger, 2003). Bangun (2018) suggests three strategies for carrying out learning leadership, namely: (1) speaking appropriately, (2) doing what is said, and (3) being a helper.

School principals, regarded as innovators, possess a visionary outlook, remaining responsive to the ever-evolving landscape of education. They exhibit a keen ability to discern challenges and opportunities while being inherently creative and innovative in adapting to changing demands Nurussalami (2015). Innovation within educational leadership encompasses several crucial functions: Firstly, it involves concerted efforts to resolve issues about children's growth and development while concurrently enhancing the quality, efficiency, and efficacy of educational practices. Secondly, innovation strives to foster the delivery of quality education and ensures satisfaction among educational stakeholders. Thirdly, it endeavors to elevate the caliber of human resources in the educational realm. Lastly, innovation is instrumental in refining the quality of educational outcomes. However, for the innovative endeavors of principals to bear fruit, it is imperative to address and overcome various barriers to innovation. These obstacles include mental blocks characterized by attitudes of misperception, fear of failure, aversion to risk-taking, and inertia. Additionally, cultural shock poses a formidable challenge, representing deeply entrenched cultural barriers that resist change. Moreover, social barriers stemming from differences in race, religion, social status, and primordialism further impede the progress of innovation within educational leadership. By acknowledging and navigating these barriers, principals can effectively catalyze innovation, ushering in transformative changes within the educational landscape.

School principals should adhere to several fundamental principles outlined by Mulyasa (2007) in motivating staff through incentives. Firstly, teachers' exhibit heightened diligence when engaged in learning activities that are both stimulating and enjoyable. Secondly, clearly defined objectives, teacher involvement, and broad support are integral to fostering motivation. Thirdly, regular updates on their work progress sustain teachers' momentum. Fourthly, while rewarding staff is preferred over punitive measures, the occasional necessity for the latter remains. Lastly, addressing the socio-psycho-physical needs of teachers is imperative for cultivating job satisfaction. Nurturing teachers' enthusiasm for learning and their adaptability to advancements in science, technology,

and societal dynamics can be effectively achieved through the motivational efforts of school principals, as highlighted by Nurmawati and Madra (2018).

Principals of madrasas use a range of techniques to improve the caliber of their faculty. Salusu (2014) defined strategy as the artful use of organizational and human resources to accomplish predetermined goals. Mulyasa (2007) offers broad and targeted recommendations for raising the caliber of teachers. While particular techniques include improving staff management, providing welfare, improving recruiting procedures, and increasing teacher competency, the general approach focuses on holistic teacher development. In addition, Hermawan (2017) highlights the significance of teamwork among all school personnel in supporting teacher quality. It entails frequent evaluations through educational supervision and performance assessments, incorporating teachers into subject-teacher debates, workshops, seminars, and training sessions, and thorough planning based on needs and job analyses.

Safrida et al. (2023) highlights the importance of implementing strategies to enhance learning quality and bolster teacher-teaching competence. One such strategy involves actively involving teachers in various training programs, seminar workshops, and coaching sessions, as advocated by Nursusanto and Yuniarti (2019), who asserts that training experiences significantly contribute to teacher professionalism. Furthermore, providing training in article reading and writing proves essential, as noted by Avalos et al. (2020), who emphasizes the benefits of such practices in fostering professionalism among educators. Additionally, school principals can facilitate teacher engagement in professional teacher organizations, as Koch et al. (2015) suggested. Participation in these organizations not only offers guidance and development opportunities but also elevates professionalism, as articulated by Sagala (2016), who underscores the role of professional organizations in enhancing teacher competence through coaching initiatives.

## CONCLUSION

The performance of madrasah principals plays a crucial role in shaping the quality of teaching staff and ultimately impacting the overall effectiveness of educational delivery. Principals are tasked with multifaceted responsibilities encompassing roles as educators, managers, supervisors, leaders, initiators, and motivators. Similarly, teachers' performance is integral to the quality of education, which is evident in their competence in various domains such as pedagogy, personality, social interactions, and professionalism. The interplay between principal performance and teacher quality underscores the need for continuous improvement in both aspects. Principals serve as models, trainers, facilitators, and guides for teacher learning while fostering an enriching learning environment and leading instructional initiatives. As such, enhancing the performance of madrasah principals and improving teachers' mastery of competence and professionalism is imperative. It necessitates a concerted effort to refine principals' skills in their diverse roles and support teachers in honing their pedagogical prowess and professional acumen.

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