Strengthening Human Resource Capacity in Madrasah Tsanawiyah: Case Study of Implementing a Leadership System

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ABSTRACT. This research aims to understand in depth the process of improving the quality of madrasahs through implementing a leadership system to strengthen human resource capacity at one of the Madrasah Tsanawiyah in Banyuwangi Regency. In exploring the meaning behind school quality assurance practices, researchers used a qualitative approach in the form of case studies. Various data collection methods, such as interviews, observation, and documentation, were used to ensure the accuracy and validity of information related to this research theme. Research data was collected, reduced, presented, and conclusions drawn. The results of this research highlight that efforts to improve the quality of madrasahs through implementing a leadership system to strengthen human resource capacity at Madrasah Tsanawiyah in Banyuwangi Regency consist of several strategic steps, including policy analysis, organizational commitment, management support, workforce development, and increasing innovation. These findings emphasize the importance of effective leadership management and capacity building to improve individual competence and quality of performance and strengthen their commitment and loyalty to the madrasah.

Keywords: *Capacity building, leadership, madrasah, quality*

INTRODUCTION

As formal Islamic education institutions, Madrasahs continue to face significant challenges in providing education, including Madrasah Tsanawiyah Al Amiriyyah Blokagung Banyuwangi, which is the focus of this research. In line with changing times and the complexity of society's demands, madrasas continue to improve in various fields, strengthen management and services, and innovate to remain relevant and competitive amidst intense competition between educational institutions. All elements at Madrasah Tsanawiyah Al Amiriyyah realize that to achieve this, collective awareness is needed from all elements of the madrasa to improve the quality of education, considering that madrasas are still often underestimated by society. In other words, madrasas are often considered a second choice and have a negative image in some people's eyes because many madrasas carry out activities without careful planning and cannot meet community expectations (Eviyana et al., 2022; Nata & Sofyan, 2021). Therefore, improving the quality of madrasas is necessary for Madrasah Tsanawiyah Al Amiriyyah because this is important for building public trust in madrasas. Conceptually, the concept of quality in educational institutions is generally adopted from the industrial world (Dudin et al., 2017; Sameena, 2020). Understanding the concept of quality originating from various fields, especially industry, is considered the basis for improving

the quality of Islamic education (Ilyasin & Zamroni, 2017). The quality of educational institutions is identified with the assessment of results and is tested based on specific standards (Farooq, 2018; Masyitoh, 2020).

In educational quality, quality refers to various aspects, including input, process, output, and impact (Liu, 2020). The quality of input can be seen from several perspectives, including the condition and situation of the human resources involved, such as leaders, teachers, and students (Ehinola & Akinfolarin, 2018; Sasmito et al., 2020). Second, the input criteria for the software, such as regulations and organizational structure, must be ensured. Third, input quality involves aspirations and needs, such as vision, mission, and goals (Baharun, 2017). Process quality refers to the Islamic boarding school's ability to process various inputs and conditions to achieve added value for students, such as health, safety, discipline, comfort, and satisfaction (Leonard, 2018).

Furthermore, quality scientific output can be seen from the ability to provide academic and extracurricular excellence for students at various levels of education. Academic excellence is often measured through students' achievement of grades, while extracurricular excellence is reflected in the various types of skills and activities students undertake. To achieve educational quality standards that meet the expectations of all parties, leaders who are innovative and transformative in meeting the expectations of all stakeholders through actions that always focus on quality and improving quality in every organizational activity (Jabbar & Hussin, 2019). Influential leaders are those who are willing to adapt and improve continually. Leadership has a significant impact on the survival of an organization. Leadership influences other individuals to achieve common goals (Miroj et al., 2020). Leadership is an effort to inspire individuals to achieve several organizational goals (Lowe et al., 2020).

Research findings show that the existence of a leader is expected to result in transformation for the madrasah through his ideas and views (Abowitz, 2019; Hill-Berry, 2019; Samsu et al., 2021). Such a leader can transform available personnel into institutional strength to achieve significant changes according to the expectations of all parties (Imhangbe et al., 2019; Lowe et al., 2020; Salim & Hasanah, 2021; Wahyudin et al., 2021). Juhji (2020) stated that leaders can increase the capacity of all madrasa components to make changes and provide them with competencies and skills. Hopefully, this will accelerate quality improvement at Madrasah Tsanawiyah Al Amiriyyah. With these competencies and skills, their performance is hoped to improve and contribute best to their institution. Performance issues are closely related to capacity increases. Capacity building is critical to effective governance (Hasan & Rizaldi, 2020; Puranti et al., 2020). Development is an effort to create various strategies to increase organizational performance's efficiency, effectiveness, and responsiveness (Yuliana et al., 2020). Increasing the capacity of school principals as the prominent leaders at Madrasah Tsanawiyah Al Amiriyyah is a must, considering that quality excellence can be achieved with good leadership and superior performance from all Madrasah members. This research is based on findings from Dunst et al. (2019), which emphasize that capacity building must be taken to achieve organizational goals. Roumell et al. (2020) state that employee capacity development can be achieved through policy analysis, needs assessment, and evaluation. Isiaka et al. (2020) emphasized that increasing capacity requires adequate infrastructure for all parties, indicating that funding must be vital. Karimi et al. (2021) state that increasing the capacity of stakeholders is an integral part of the Participatory Monitoring and Evaluation process, so it must be considered at every stage to ensure the smooth running of the education program until the final stage by involving all main stakeholders in the education sector, especially in terms of literacy and numeracy skills.

As stated by previous researchers, capacity building is essential for organizational development and requires appropriate and adequate management. Therefore, synergy between management and a healthy leadership system is needed. This research aims to complement the contributions of the previous research mentioned. Researchers attempt to describe how improving the quality of madrasas can be realized through a leadership system and increasing human resource

capacity, which support each other in strengthening the quality of madrasas. This research focuses on how improving the quality of madrasas through a leadership system can strengthen the increase in human resource capacity at Madrasah Tsanawiyah Al Amiriyyah Blokagung Banyuwangi.

METHOD

This research uses a qualitative method with a case study approach. Researchers attempt to analyze and understand how improving the quality of madrasahs is realized through a leadership system to strengthen human resource capacity at Al Amiriyyah Madrasah Tsanawiyah Blokagung Banyuwangi. Researchers make direct observations of various activities at the research site as a research tool. The data collection technique was conducted through interviews with five informants selected purposively, consisting of the Madrasah Head, Deputy Madrasah Head, Teachers, and students. Informants are selected based on their expertise and understanding of the research topic. Apart from that, researchers also observed various leadership activities, strengthening capacity building, and improving the quality of education at Madrasah Tsanawiyah Al Amiriyyah Blokagung. Next, researchers documented various activities related to quality assurance and collected other supporting data.

The data analysis technique in this research follows the concept of Milles and Huberman (2014). The analysis process begins with data collection from all research results. Then, data reduction is done, where the researcher sorts and selects relevant data according to the research focus. Next, the reduced data is presented by the researcher in the form of conclusions, which are the results of the findings of this research. The sequence of steps in this research refers to the explanation by Johnson and Christensen, Ulfatin (2022) stated that there are eight stages that researchers generally go through in qualitative research methods with a case study approach, which are explained in the form of a series of activities as follows:
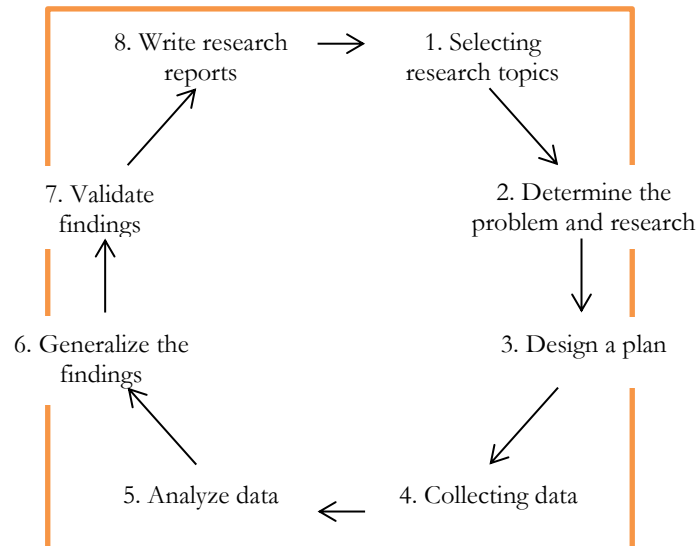

Figure 1 Stages of case study research

The steps in this case study research can be described as follows: (1) Selecting a research topic related to the quality of higher education. (2) Identifying problems and research topics that focus on strengthening educational management in improving quality in higher education. (3) Research design using a qualitative descriptive approach and case study methods. (4) Collect data through interviews, observation, and documentation. (5) Analyzing data by reducing, presenting, and drawing conclusions. (6) Generalize research findings as conclusions. (7) Validate data to ensure the

validity of research results. (8) Prepare a research report, and the stages and results of this activity are described in the following table:

Table 1 Stages of Research Activities

No	Activity Stages	Activity Results
1	Preliminary studies	1. Empirical Study 2. Theoretical Studies and 3. Juridical Studies
2	Identification of problems	Increasing Human Resources Capacity
3	Research design	Qualitative Approach with Case Study Method
4	Data collection	1. Observation, 2. Documentation, and 3. Interview
5	Data analysis	1. Data reduction, 2. Data Presentation, and 3. Conclusion
6	Model Processing	1. Findings 2. Research result
7	Data Validation and Validity	1. Credibility (Extension of Observation, Triangulation, and Member Check) 2. Confirmability
8	Research Report	1. Research Document 2. Scientific Publications 3. Scientific Forum

RESULT AND DISCUSSION

Result

This research shows that several strategic steps involve improving the quality of madrasas through a leadership system to strengthen human resource capacity at Madrasah Tsanawiyah Al Amiriyyah Blokagung Banyuwangi. These steps include policy analysis to strengthen madrasa capacity, strengthen organizational commitment, and implement management support systems. The policy-making process is an applied social science discipline that requires rational arguments and facts to support the decisions. The policies implemented are guided by internal and external analysis and involve the participation of all school members. Organizational commitment is measured through three dimensions: affective, continuity, and normative, encouraging employees to work hard to achieve common goals. In addition, an open management support system is implemented to ensure transparency, active participation, and continuous evaluation to improve the quality of education.

Table 2 Interview transcript

No	Source person	Theme	Interview transcript
1	Deputy Head of Madrasah (AR)	Policy Analysis for Strengthening Madrasah Capacity	*All parties always respect every decision of the madrasa head because it is based on a mutual agreement, which results from various considerations that have been thought together.*
2	Teacher (MT)	Policy Analysis for Strengthening Madrasah Capacity	*The madrasah's internal analysis includes several activities to evaluate the madrasah's internal strengths and weaknesses. In contrast, external madrasah analysis involves several activities to evaluate strengths and weaknesses outside the madrasah, such as community needs, technological developments, economic situation, political dynamics, and other factors.*
3	Head of Madrasah (AI)	Organizational Commitment	*Every madrasah personnel must carry out their duties well, individually and as part of a team. Commitment to performing duties well and showing the best performance is essential for all madrasah residents. If some do not comply with the established rules, they will be given a*

			warning, and if they still do not improve their performance, they can face sanctions up to dismissal.
4	Student (NR)	Organizational Commitment	*Principals usually take a personal approach to staff who may face challenges in their performance. Through this approach, school principals can guide their staff to change their mindset and see their work as a valuable form of worship.*
5	Deputy Head of Madrasah (AR)	Management Support System	*He emphasized that school leaders always hold deliberations involving all madrasa components to obtain input regarding the direction of educational development in their institutions. The principal is not in a hurry to make a decision. He logically considers that the input from deliberations with his staff relies on his profound conscience and prays to Allah with Istikhoroh in every decision-making process.*
6	Teacher (HA)	Management Support System	*There is input from parents to ensure that the madrasah develops physically and improves the quality of education. Therefore, the quality of management and service must be maintained.*

Discussion

Policy Analysis for Strengthening Madrasah Capacity

To improve the quality of education at Madrasah, Tsanawiyah Al Amiriyyah, the head of the madrasah, consistently analyzes the various policies taken. This analysis aims to ensure that the decisions taken are in the interests and needs of all madrasah students. It was conveyed by AR, deputy head of the madrasah, who explained that all parties always respect every decision of the head of the madrasah because it is based on a mutual agreement, which is the result of various considerations that have been thought out together. The school principal fully understands that the decisions taken must reflect aspirations and be able to accommodate various interests. In its implementation, this decision did not experience significant obstacles. All parties in the madrasa support the strategic policies taken by the leadership because of the inclusive nature of these decisions. These decisions are designed to accommodate all parties' various needs and interests so that the decision-making process can run smoothly and harmoniously (Yahdiyani et al., 2020).

The participatory decision-making model provides opportunities for subordinates to continuously demonstrate their potential in conveying their thoughts and ideas, which can contribute to the organization's overall development. Decision-making that involves maximum participation from subordinates improving the quality of education at Madrasah Tsanawiyah is not easy. Therefore, leaders need unique strategies and skills to manage their subordinates so that the decisions can run effectively and efficiently and positively impact the organization as a whole. Likewise, with HA's statement, a madrasah teacher explained that all madrasa components were invited to participate in the consultation process to reach a joint decision. In this series of deliberations, various opinions were expressed by all meeting participants to overcome various problems, such as increasing the effectiveness of learning, improving teacher performance, and handling students who face problems. The deliberation aims to improve the quality of education in madrasas.

In every policy decision, a leader must always consider several strategic factors before making a decision, including 1) the philosophy and values of the individuals involved in the decision-making. 2) Context or situation influencing the decision-making process, including relevant internal and external factors. 3) Information available or needed to make informed decisions, including relevant data, facts, and analysis. 4) The level of participation of various parties involved in the decision-making process, the decisions taken, and how to implement them. The policies implemented by the school principal are realized through several strategic policies aimed at improving the quality of education in madrasas. Policy analysis is an applied social science discipline that relies on rational arguments and facts to explain, assess, and generate ideas to solve organizational problems (Irwan et al., 2021). As stated by the head of the madrasa, we need to use

logic and rationality to improve the quality of this madrasa. We must try as hard as possible, be innovative, optimize existing potential, serve society, serve students, and continue to make improvements. From here, we can make it part of organizational management and make quality part of the work culture at this madrasah.

Theoretically, policy analysis is one of the methods or techniques school principals use to provide information and options for formulators in the policy-making process. This policy is technical and requires knowledge in formulating and implementing policies. Therefore, policy research involves various scientific disciplines, such as political science, sociology, anthropology, administration, psychology, and other scientific fields (Agustino, 2020). The policies taken at Madrasah Tsanawiyah Al Amiriyyah are based on internal and external analysis. According to MT, the madrasah's internal analysis includes several activities to evaluate the internal strengths and weaknesses of the madrasah. In contrast, external madrasah analysis involves several activities to evaluate strengths and weaknesses outside the madrasah, such as community needs, technological developments, economic situation, political dynamics, and other factors.

It shows that the involvement of madrasa students is significant at every stage, from the preparation of concepts and policies to targets for achieving the desired quality so that the policies can be implemented according to common expectations and needs (Safitri et al., 2020). The surrounding context, including endogenous and exogenous factors, greatly influences these policies. Endogenous factors include changes in actor composition, relationships between actors, and other internal factors, while exogenous factors involve economic, ideological, political, and knowledge factors that also influence policy.

Organizational Commitment

Improving the quality of madrasas through the madrasah head leadership system also involves strengthening organizational commitment. Commitment to all madrasa components is significant for the dynamics of madrasa development and fulfilling customer expectations. AI conveyed this to the head of the madrasah, who emphasized that every madrasah personnel must carry out their duties well, both individually and as part of a team. Commitment to performing duties well and showing the best performance is essential for all madrasah residents. If some do not comply with the rules that have been set, they will be given a warning, and if they still do not improve their performance, they can face sanctions up to dismissal.

AR expressed a similar opinion to that of the Deputy Head of the Madrasah, who explained that to strengthen the work commitment of all Madrasah components, they implemented various strategies to improve the quality of human resources in the institution to meet expectations. Leaders work to increase the capacity of all personnel here to achieve good performance. Organizational commitment is optimal when employees feel satisfied and proud of their work, are driven to continue working hard and show loyalty to the organization. This commitment is considered necessary to achieve the organization's vision. To build such commitment, leadership with a vision can inspire and be competent in managing change to the dynamics of the times and the needs of society, which is very necessary.

Organizational commitment refers to an individual's strong identification and involvement in an organization. It indicates that a worker who has high commitment tends to have strong motivation to remain in the organization and is willing to work hard to achieve common goals (Meutia & Husada, 2019). NR's opinion states that school principals usually take a personal approach to staff who may face challenges in their performance. Through this approach, school principals can guide their staff to change their mindset and see their work as a valuable form of worship. Organizational commitment is formed from an individual's belief, will, and desire to achieve goals and maintain their existence as part of the organization in good condition (Cilek, 2019). This commitment is vital to employee performance because it motivates individuals to take responsibility for their duties and face challenges and difficulties with determination (Tumwesigye

et al., 2020). Organizational commitment is measured using three aspects, namely 1) Affective commitment, which involves emotional ties, identification, and involvement in the organization (Tumwesigye et al., 2020). 2) Continuity commitment evaluates a person's level of commitment based on considerations regarding what they will sacrifice if they leave the organization. 3) Normative commitment reflects individual beliefs regarding their responsibilities towards the organization.

Management Support System

Improving the quality of education at Madrasah Tsanawiyah Al Amiriyyah is implemented through a planned and systematic approach through an open management system. The aim of implementing open management is to form a close collaboration between leaders and members of the organization so that they can be actively involved and contribute innovative ideas for educational development. At Madrasah Tsanawiyah Al Amiriyyah, AR explained that the managerial function was performed well. Here, there are stages of planning, organizing, and evaluating, which are the principles of open management. This open management practice is carried out by the head of the madrasah, openly informing all organization members about the condition and development of the madrasah so that they have a clear understanding of the organization's condition within specified limits. HA confirmed this with the deputy head of the madrasah, stating that all members knew what was happening within it. In every meeting or meeting, the principal usually shares information regarding the problems faced by the madrasah, the achievements that have been achieved, the working conditions of all personnel, and other things so that all madrasah members have a comprehensive understanding of the current situation.

The actions taken by the head of the madrasa emphasize how important it is for the participation of all elements of the madrasa to improve the institution's quality. As an educator at Madrasah Tsanawiyah Al Amiriyyah, AR emphasized that school leaders always hold deliberations involving all madrasa components to obtain input regarding the direction of educational development at their institution. The principal is not in a hurry to make a decision. He logically considers the input received from deliberations with his staff, relies on his profound conscience, and prays to Allah with Istikhoroh in every decision-making process. Madrasah Tsanawiyah Al Amiriyyah adopts an integrated quality management approach to improve its educational institutions (Aimah, 2021) to make the processes effective and efficient and contribute to improving the quality of education. Implementing a quality-based education approach in this madrasah is guided by customer satisfaction as the foundation. Efforts to meet customer expectations are made through strengthening and increasing the capacity of available human resources. It is realized through various educational and training activities, workshops, and delegation of duties and responsibilities.

The next step is to carry out continuous improvements to the educational process that takes place at Madrasah Tsanawiyah Al Amiriyyah. This continuous improvement aims to meet the needs of educational consumers, namely the community. Continuous improvement is defined as a madrasah's efforts to improve various aspects so that the education and learning process can provide the best quality to community expectations. As stated by HA, input from parents is needed to ensure that the madrasah not only develops physically but also improves the quality of education within it. Therefore, the quality of management and service must be maintained. In line with ongoing improvement efforts, various improvement steps in the education sector continue to be taken, including making breakthroughs in education and strengthening the capacity of personnel resources.

Evaluation plays a vital role at Madrasah Tsanawiyah Al Amiriyyah in understanding various aspects of the institution's development, progress, and decline, which is used as a basis for improvising towards better improvements. As one of the management functions, madrasas conduct continuous evaluations to obtain information about the success of the programs that have

been implemented. This information is then used to make improvements based on previously collected facts and data, aiming to achieve the expected targets and create a better organizational structure. The evaluation was carried out in two stages at Madrasah Tsanawiyah Al Amiriyyah: first, an internal evaluation involving madrasa administrators and leaders; secondly, an evaluation of educational development is carried out jointly by involving madrasa administrators, student guardians, and the community who have an interest in madrasah development.

Continuous evaluation carried out with due regard for accountability is critical to ensure that the evaluation process provides maximum benefits for organizational development. Without continuous and accountable evaluation, the organizational development process will experience obstacles because it does not have a solid basis for evaluating achievements, failures, and areas that require improvement. Therefore, maintaining consistency in the implementation of evaluations and ensuring accountability at every step will help ensure that evaluations significantly contribute to improving the overall performance and quality of the organization.

CONCLUSION

Enhancing the quality of Madrasah Tsanawiyah Al Amiriyyah Blokagung Banyuwangi through a robust leadership system necessitates comprehensive policy analysis, solid organizational commitment, effective management support systems, workforce development, and continuous innovation. Leadership and capacity-building synergy are crucial for equipping employees with the necessary competencies and skills, fostering commitment, loyalty, and optimal performance. The research underscores the significance of this synergy, highlighting its role in achieving these outcomes. Therefore, it is recommended that the madrasah continue investing in leadership development programs and capacity-building initiatives, ensuring these elements are integrated into their strategic planning to sustain and enhance educational quality and staff performance.

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