

The leadership of The Head of Madrasah in Improving Quality of Education

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Abstract

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This article aims to analyze the strategies of madrasah principals used in improving the quality of education and to describe the type or character of madrasah principals' leadership in improving the quality of education. The method in this research is descriptive-qualitative. The selection of this method will make it easier to understand the data exposure that has been explained because it is arranged accurately and systematically. The data collection of this research used the methods of observation, interviews, and documentation. After that the data that has been collected is analyzed in the stages of data reduction, data presentation and the last is drawing conclusions. The results that can be presented in this study are several strategies used by the madrasa principal to achieve a target that has been jointly set by all school components. The strategy adopted by the madrasah principal certainly refers to the exposure of the theory about the quality of an education which includes existing inputs, processes, and outputs. From the implementation of this strategy, it can also be seen how the character or type of leadership of the madrasah principal, which, according to several data sources, leads to democratic leadership. This can be seen from the thought intervention of related parties in issuing a school policy.

Kata kunci:

Kepemimpinan,
Kepala Madrasah,
Mutu Pendidikan

Abstrak

Artikel ini bertujuan untuk menganalisa strategi kepala madrasah yang digunakan dalam meningkatkan mutu pendidikan serta mendeskripsikan tipe atau karakter kepemimpinan kepala madrasah dalam meningkatkan mutu pendidikan. Metode dalam penelitian ini menggunakan Deskriptif-Kualitatif. Pemilihan metode ini akan mempermudah dalam memahami paparan data yang telah dijelaskan karena tersusun secara akurat dan sistematis. Pengumpulan data penelitian ini menggunakan metode observasi, wawancara, dan dokumentasi. Setelah itu data yang telah terkumpul dianalisis dengan tahapan reduksi data, penyajian data dan yang terakhir adalah menarik kesimpulan. Hasil yang dapat dipaparkan pada penelitian ini yakni beberapa strategi kepala madrasah yang digunakan untuk mencapai sebuah target yang telah ditetapkan bersama oleh semua komponen sekolah. Strategi yang diterapkan oleh kepala madrasah ini tentunya mengacu pada paparan teori tentang mutu sebuah pendidikan yang mencakup input, proses, dan output yang sudah ada. Dari pelaksanaan strategi ini dapat dilihat juga tentang bagaimana karakter atau tipe kepemimpinan kepala madrasah ini yang ternyata menurut beberapa sumber data mengarah pada sebuah kepemimpinan yang demokratis. Hal ini dapat dilihat campur tangan pemikiran pihak-pihak terkait dalam mengeluarkan sebuah kebijakan sekolah.

INTRODUCTION

Quality education is directed at developing the potential of students to become human beings who believe and fear Allah SWT, have a noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. Quality education refers to quality education (Barton et al., 2021; Timol, 2021). Quality education is produced by the leadership of quality madrasah principals, quality madrasah principals are professionals (Jiménez-Bucarey et al., 2021; Tan et al., 2021). Professional madrasah principals are those who are able to manage and develop madrasahs comprehensively (comprehensively) (Ro'is & Rokhman, 2021). Therefore, the head of the madrasah has a very important and strategic role in realizing the vision, mission, and goals of the madrasah. Professional madrasah heads in carrying out their duties are full of quality improvement strategies, so that they can produce quality *outputs* and *outcomes* (Nurulloh et al., 2020; Tunnisa et al., 2021). The professionalism of the madrasah principal will show the quality of madrasah performance. The head of the madrasah is one of the components of education that has the most role in improving the quality of education. When talking about the head of the madrasah, there will be a discussion about leadership (Aisyah et al., 2022). Leadership in a madrasah is a very *urgent* thing that must be done by a madrasah principal. This is because leadership is one of the important factors in an organization, the success or failure of an organization is determined by the leadership of a leader in running his organization. Leadership is more focused on the style of a leader in leading (Eisenschmidt et al., 2019; Kutsyuruba et al., 2021).

According to (Suprayogo, 1999) that leadership is the process of influencing the activities of individuals or *groups* to achieve certain goals in a predetermined situation. In influencing individual activities, leaders use power, authority, influence, traits, and characteristics, and the goal is to increase group productivity and morale. Meanwhile, according to (E. Mulyasa, 2003; H. E. Mulyasa, 2021) that the head of the madrasah must be able to carry out his work as an *educator, manager, administrator, and supervisor* (EMAS). In developments that are adapted to the needs of the community and the times, the head of the madrasah must also be able to play a role as a *leader, innovator, motivator, and entrepreneur in his school*. Thus, in the new paradigm of education management, madrasah principals must at least be able to function as *educators, managers, administrators, supervisors, leaders, innovators, motivators, entrepreneurs* (EMASLIME). School quality as an indicator to see productivity and is closely related to management problems or management in schools. This can be related to the statement "quality failure in an organization is caused by management weaknesses" (Arifin, 2010; Rivai, 2010).

In its implementation as the head of the madrasah, there are many factors that hinder the achievement of the leadership quality of the head of the madrasah when viewed from the low performance of the head of the madrasah (Badrun et al., 2022; Fathih et al., 2021; Suprihatin et al., 2022). Based on empirical experience, it shows that on average the principal of madrasah lacks academic ability, lacks self-motivation, lacks enthusiasm and work discipline, and has narrow insight (Rosmawati et al., 2022; Yazicioglu, 2020). This phenomenon is caused by the factor of the screening process that does not meet the competence, lack of procedural, less transparent, uncompetitive and internal factors of the madrasah principal can be an obstacle to the growth and development of a professional madrasah principal (Rahmawaty & Narsa, 2022). The lack of professionals has an impact on the low productivity of madrasah principals in improving the quality of education (Berlian & Huda, 2022). The success of the madrasah principal in leading

school institutions shows that the madrasah principal is the one who determines the center point and rhythm of a madrasa. The head of the madrasa as a *top leader* has the authority and power as well as an effective leadership strategy to organize and develop his subordinates professionally (Forhad et al., 2022). Furthermore, the study concludes that the success of the madrasa is the success of the principal. In this case the madrasah principal is one of the components of education that plays the most role in improving the quality of education.

Based on previous research as well as preliminary studies relevant to the title, MTs. Miftahul Huda Tegalwaru Karawang is a madrasa that does not have a strategic location because it is in a city area but the location of the madrasa is in the middle of the village. However, according to Mr. Eka Iskandar Z, S.Pd.I., MM as the head of the MTs madrasa. Miftahul Huda Tegalwaru Karawang emphasized that although the location of MTs. Miftahul Huda Tegalwaru Karawang is in the middle of the village, it does not mean being a village madrasa, he will try to make this madrasa as a *pioneer* or reference for schools around. This is evident from the myriad achievements of several trophies displayed on the glass cabinet in front of the teacher's room. In addition, researchers are interested in conducting research in MTs. Miftahul Huda Tegalwaru Karawang because of the madrasa principal's ability to direct the public's view of MTs. Miftahul Huda Tegalwaru Karawang, so as to be able to grow the level of public trust to be better than before.

Another reason that makes madrasah principals make new policies is because of competition with surrounding schools, especially in the city of Karawang. The policy in question is the existence of a strategic effort by the head of madrasa in improving the quality of education in MTs. Miftahul Huda Tegalwaru Karawang who later received a good response from the teacher council and the surrounding community, for example the policy carried out by the head of madrasa in improving quality in MTs. Miftahul Huda Tegalwaru Karawang, among others, removed the registration fee for prospective students who wanted to register, then eliminated the tuition fee, but according to the head of the madrasa, there is only the cost of improving the quality of the madrasa. On the other hand, the madrasa head in carrying out his leadership is always open so that he is able to move teachers, students, and madrasa residents to always improve the quality of education in MTs. Miftahul Huda Tegalwaru Karawang so that the last few years students have academic and non-academic achievements. As the quality improvement that has been described above, is a form of leader ability that is carried out in MTs. Miftahul Huda Tegalwaru Karawang. To find out more about improving the quality of education in MTs. Miftahul Huda Tegalwaru Karawang, the researcher will study about "*Leadership of the Head of Madrasah in Improving the Quality of Education*".

RESEARCH METHODS

Article in this is study field, meaning research whose data obtained with method collect it from experience empirical in the field or scene study with approach qualitative (Arikunto, 2006). Type study qualitative this is descriptive, next called study descriptive qualitative, meaning that study this mean to do investigation with describes state subject research at the time now based on visible facts or as existence (Bogdan & Biklen, 2007). Besides that, researchers this emphasizes the process rather than result.

On approach qualitative this researcher is the main instrument in data collection. In studies case this researcher use study with studies case single. Studies case single in question is present critical test something theory focused on a selected school (Moleong, 1989). In Thing

this writer focus on the role leadership head of madrasa in increase quality education in MTs. Miftahul Huda Tegalwaru Karawang MTs. Miftahul Huda Tegalwaru Karawang is one level madrasah tsanawiyah or equivalent with a junior high school located on Jalan Raya Loji Desa Love Execute Subdistrict Tegalwaru Regency Karawang. This madrasa accredited A, which has large 4,618 M² of land and has large building 3,296 M². In total there are 896 students and 36 staff educators who are active in this madrasa. Study this held from September 11, 2021, to December 2, 2021, at MTs. Miftahul Huda, Village Cintelaksana, District Tegalwaru, Regency Karawang.

In this study, this source of data extracted from three data sources is (1) interview informants, consisting of from MTs madrasa principal. Miftahul Huda Tegalwaru Karawang, deputy head of madrasa, head of administration, and chairman madrasa committee; (2) Archives and documents, in the form of archives photo, document individual, document official, and document other related with focus study that is leadership head of madrasa in increase quality education; and (3) places and events, in the form of madrasa activities, madrasa environment, and facilities available infrastructure.

RESULT AND DISCUSSION

Based on the research that has been done, the researchers found several things that indicate the improvement of the quality of education in MTs. Miftahul Huda Tegalwaru Karawang. As with several theories about the definition of quality and its substance in education, the author will explain leadership strategies to improve the quality of education.

In educational institutions, the notion of quality includes educational inputs, processes, and outputs. Educational input is everything that must be available because it is needed for the process to take place (Baharun et al., 2021; Ma'arif & Rusydi, 2020; Ma'arif et al., 2022). The educational process is changing something into something else by integrating madrasa input so that it is able to create a pleasant learning situation capable of encouraging motivation and interest in learning, and truly able to empower students. The output of education is the performance of the madrasa which can be measured by its quality, effectiveness, productivity, efficiency, innovation, and work morale (Mehfooz, 2021).

According to Townsend and Butterworth in their book *Your Child's School*, there are ten factors that determine the realization of a quality education process, namely the effectiveness of the leadership of the madrasa principal; participation and sense of responsibility of teachers and staff; effective teaching and learning process; programmed staff development; relevant curriculum; have a clear vision and mission; conducive school climate; self-assessment of strengths and weaknesses; effective communication both internal and external; and intrinsic parental and community involvement (Ferne et al., 2021). The quality of education are two terms that come from quality and education, meaning that it refers to the quality of products produced by educational institutions or schools. That can be identified from the number of students who have achievements, both academic and other achievements, whose graduates are relevant to the goal (Komariah et al., 2018).

Hari Sudradjat argues that quality education is education that is able to produce graduates who have the ability or competence, both academic competence and vocational competence, which are based on personal and social competencies, as well as noble moral values, all of which are life skills. Sudradjat further stated that quality education is education that is able to produce a complete human being (a complete human being) or a human being with an integral personality

(*integrated personality*), namely those who are able to integrate faith, knowledge, and charity (Rosyidi & Rosikh, 2022; Siregar et al., 2021).

In line with the opinion of Edward (Sallis, 1996), there are many sources of quality in education, for example, good building facilities, excellent teachers, high moral values, satisfactory test results, specialization or vocational education, encouragement from parents, local businesses and communities, and good resources. abundance, the application of the latest technology, good and effective leadership, attention to students' lessons, an adequate curriculum, or a combination of these factors.

Quality in the field of education includes the quality of inputs, processes, outputs, and outcomes. Educational inputs are declared qualified if they are ready to process. A quality education process is able to create a PAKEM (Active, Creative, and Fun Learning) atmosphere (Ramdhani et al., 2012). Inputs, such as; teaching materials (cognitive, affective, or psychomotor), methodology (varies according to the ability of the teacher), facilities, administrative support and infrastructure and other resources as well as creating a conducive atmosphere (Jayadi et al., 2022; Mulyaningsih et al., 2022). From the explanation of the theories above, madrasa leaders have at least implemented the theory. This can be seen from the results of the study, namely:

Input Stage

Leaders of educational institutions, in which in this process the head of the madrasa is really looking for the right strategy with the MTs environment. Miftahul Huda Tegalwaru Karawang. Within the scope of this input, the head of the madrasah divides several parts, namely the registration process, mapping test, graduation report cards, and announcements.

Process Registration

For the registration process in the 2021 academic year, the head of the madrasa frees registration fees for all prospective PDB (New Students) MTs. Miftahul Huda Tegalwaru Karawang with the intention of attracting parents to enroll their children in MTs. Miftahul Huda Tegalwaru Karawang. After the previous years, each entry paid Rp. 100.000,- As explained by Mr. Eka Iskandar Z, S.Pd.I., MM as the head of madrasah at MTs. Miftahul Huda Tegalwaru Karawang:

“In this year's registration process, I was freed from entry fees, after previous years I was charged an entrance fee of one hundred thousand as child psychologist fees. However, after the calculation process, finally the funds for the registration fee were removed and taken from the DIP.A. Besides that, in our opinion, it is impossible if the registration is less than 100 children we need a child psychologist. And hopefully with the waiver of registration fees this is one way to improve the quality of madrasahs, hebehe. Said the Head of Madrasah”.

Waka Humas said that in 2020 children enrolled in MTs. Miftahul Huda Tegalwaru Karawang has 179 children and only 125 children are accepted. Meanwhile, in 2021 there will be an increase in the interest of children enrolling in MTs. Miftahul Huda Tegalwaru Karawang which reached 199 children and received about 128 children.

“In 2021, mas, the number of prospective students who register at MTs. Miftahul Huda Tegalwaru Karawang reached 199 children. This number has increased from last year, which only amounted to 179, which were accepted by only 125 children, while in 2021, only 128 children were accepted”.

Test Mapping

This mapping test process is carried out as a follow-up to the input process after the New Student Registration (PPDB). This mapping test instead of the entrance exam. In essence, the competency test is the same as the entrance exam, but this mapping test focuses more on

student competencies. And finally able to sort out the competencies of new students according to their respective portions.

This mapping test is also intended to place students according to their respective abilities. Things that are also considered in this mapping test include the distance between prospective students' homes and MTs. Miftahul Huda Tegalwaru Karawang. The distance between home and school is *great* which is considered by the school. A distance of 0-1 km from school gets a *great* 50, a distance of 1-3 km gets a *great* 40, a distance of 3-5 km gets a *great* 30 and 5 km and above gets a *great* 20. Certificates of appreciation and supporting certificates will also be a reference for prospective students to have the opportunity to be accepted in MTs. Miftahul Huda Tegalwaru Karawang.

According to the Deputy Head of Public Relations, the mapping test is another name for the entrance test, as he explained:

"Now it's not allowed to take a school entrance test, it's been replaced with a mapping test. However, the essence is the same, it's just that the mapping test is carried out according to the abilities of prospective students, even the distance from the house is made reference and the certificates that have been obtained by prospective students before".

Report card Graduation

This graduation report card is the result of the recapitulation of the assessment from the mapping test that has been carried out. From this value as a reference or basis the child is declared passed and accepted at MTs. Miftahul Huda Tegalwaru Karawang or not. Because in the new academic year 2021, the number of registrants reached 199 children and only 128 children were taken. Therefore it requires a truly valid mapping test. The registrar of 199 children is a new record after the previous years the registrants did not reach that number.

Announcement

This announcement is made simultaneously with the receipt of the graduation report card. From the value written on the report card graduation, applicants can be declared passed or not. Usually, the announcement will also be informed through madrasah madrasahs or madrasa information boards that can be seen by parents, so that they can find out if their child's information is received by MTs. Miftahul Huda Tegalwaru Karawang or not.

Strategy in process

The head of the madrasa, namely Mr. Eka Iskandar Z, S.Pd.I., MM gave an understanding of a process that is related to activities during which students become students in a madrasa for approximately 6 years. The process also includes HR (Human Resources) in an educational institution which we usually call Educational Personnel, including the Head of Madrasah, Teachers, Employees, Administration, Gardeners, Security and all those who are or take part in an institution. Also included in a process, namely facilities and infrastructure.

MTs. Miftahul Huda Tegalwaru Karawang as one of the Islamic educational institutions has carried out the process as a flow that must and must be carried out to achieve a quality education. From the HR of MTs. Miftahul Huda Tegalwaru Karawang has prepared qualified and professional educators and education personnel. This can be seen from the incessant head of madrasah providing *workshops*, training, seminars and others aimed at the teacher council (educators) and other education personnel in accordance with their duties.

The head of the madrasah also does not stop making improvements in terms of facilities and infrastructure in MTs. Miftahul Huda Tegalwaru Karawang. For now, the focus is on the construction of a school mosque. Actually MTs. Miftahul Huda Tegalwaru Karawang already has

a prayer room, but it is unable to accommodate the increased capacity of students. Therefore, the head of the madrasa, for now, focuses on building a mosque that can be used as the most important facility in Islamic educational institutions. The principal of the madrasa explained:

“Speaking of a process, it must include school activities for 6 years until graduation, right? This includes Human Resources (HR) and infrastructure. But mas, for now, we are not fully here. However, what is currently being focused on is the construction of a mosque.”

Previously MTs. Miftahul Huda Tegalwaru Karawang has also made improvements to learning support facilities, such as 1) Class expansion; 2) Providing computer laboratories for science and technology; 2) Provision of language laboratories to hone children's foreign language skills, especially Arabic and English; 3) Provision of mosques which are still under construction; and 4) Library room as a support for learning and others.

All of this is a manifestation of the principal's commitment to improving the quality of education in MTs. Miftahul Huda Tegalwaru Karawang. Apart from the things above, the madrasa will continue to monitor the reading and writing of the Koran by all students. Therefore, students will be tested regularly about whether or not they are fluent in reading the Qur'an. If one or some students feel that they do not meet the standards set by the madrasa or more precisely, they are not very good at reading and writing the Qur'an, then intensive guidance will be held through a clinical program to read the Qur'an which is supported by a method. The good one is the UMMI method.

Output Stage

The head of the madrasa said that after a 6-year learning process, MTs students. Miftahul Huda Tegalwaru Karawang can take the final school or madrasa exam. During these few years, MTs. Miftahul Huda Tegalwaru Karawang can always pass 100% of his students. But so far, the output itself is still stable or static. This can be seen from the results of UNAS (National Examination) or now better known as UASBN/UAMBN (National Standard School/Madrasah Final Examination).

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Waka Humas added that for 2021 the average value of students for the UN was 8.0 and for the average value/UAMBN it was also around 8.0 which was much different from last year which did not reach an average of 8.0.

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From this UAM score according to Mr. Eka Iskandar Z, S.Pd.I., MM as the head of the madrasa can be used as a benchmark for the success of the learning process while at MTs. Miftahul Huda Tegalwaru Karawang, can also be used as feedback and a tool for self-evaluation.

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Madrasah strategies to prepare students for exams such as UNAS and others, usually intensive coaching is held every morning and evening outside of teaching and learning activities. Usually, Arabic and SKI (Islamic Culture History) lessons are also held. It is hoped that this

strategy will also help improve the quality of MTs education. Miftahul Huda Tegalwaru Karawang.

From the results of research on MTs. Miftahul Huda Tegalwaru Karawang also found several findings about the type or leadership style of the madrasah principal in improving the quality of education. According to the narrative of several education personnel, be it teachers, administration or deputy head of MTs. Miftahul Huda Tegalwaru Karawang who was asked about the leadership style of Mr. Eka Iskandar Z, S.Pd.I., MM generally said he was very democratic in all things, open to every problem, always pays attention to his subordinates and so on. shown below:

First, from the results of our interview with the Deputy Head of Public Relations, Drs. Moch. Zain Hasanudin said several attitudes of the head of the madrasa that could conclude how his leadership style was, namely always accepting input, both suggestions and criticism (not authoritarian), socially good, supporting every madrasa activity. Unlike the previous authoritarian leadership. As he stated in an interview:

"When Mr. Eka is in charge, he always accepts input, whether it's suggestions or criticism from anyone, whether it's teachers, vice principals of madrasas and even guardians of students. Pak Eka is also a good person socially, supporting every madrasa activity. In contrast to the previous authoritarian leadership".

Second, in line with the Deputy Head of Public Relations, Ms. Waka Kesiswaan said that the head of the madrasa was very democratic on any issue. The approach that the madrasa head takes is also a social approach, so that all parties feel valued in their opinions. Every policy that he makes is always sealed first by means of a meeting before a meeting of teachers and guardians is arranged, for example in the making of student discipline. The head of the madrasa is also a *perfectionist*, so that every policy that has been agreed upon must be completed neatly, nicely and on time, so that some like it and some do not like it because of his *perfectionist nature*. There is only one negative thing that Mr. Eka doesn't like, namely that he is rarely at school, maybe because he is busy teaching outside his position as head of the madrasa.

"In my opinion, the head of the madrasa can be said to be very democratic on any issue. Every problem is approached with a good social approach, so that all parties feel valued in their opinions. The indication is that in taking any policy, it is always closed first through the rapim before the teacher and guardian meetings are arranged, for example in the making of student discipline. The head of the madrasa is also a perfectionist, so every policy that has been agreed upon must be completed neatly, nicely and on time, so that some like it and some don't like it because of his perfectionist nature".

Mrs. Waka Kesiswaan added that there were several weaknesses in Mr. Eka's leadership, namely the lack of time for madrasas, so that conducting deliberations was very difficult. However, the madrasa is aware of the busyness of the madrasa principal who is also a teacher. As he said:

"The only negative thing that Mr. Eka doesn't like is one thing, namely that he is rarely in the madrasa, maybe because he is busy teaching outside his position as head of the madrasa".

Third, according to the head of TU, Mr. Ahmad, he stated that Mr. Eka's attitude in taking a policy was usually taken from the concept of the head of the madrasa himself, but if a policy was related to complaints and a program, it would be taken by way of deliberation. This is because the head of the madrasa does not want to take or bear the risk if his decision will have a negative impact on the madrasa he leads. The head of TU also said that the head of the madrasa is a democratic leader. The following is an explanation from Mr. Ahmad:

"Mr. Eka's attitude in terms of taking a policy is usually taken from the thoughts or concepts of the head of the madrasa himself, rarely a thought from us. However, if a policy is related to complaints and a program, it will be taken by way of deliberation. This is because the head of the madrasa does not want to take or take risks if his decision will have a negative impact on the madrasa he leads, and he is also a democratic leader".

In the theory of the quality of education, there are several things that indicate an increase in the quality of education, namely in terms of input, process and output (Dian et al., 2022; Muazza, 2021). In addition, the quality of education can be indicated by the effectiveness of the principal's leadership; participation and sense of responsibility of teachers and staff; effective teaching and learning process; programmed staff development; relevant curriculum; have a clear vision and mission; conducive madrasa climate; self-assessment of strengths and weaknesses; effective communication both internal and external; as well as the intrinsic involvement of parents and the community, madrasah principals have shown several strategies that can improve the quality of education in MTs. Miftahul Huda Tegalwaru Karawang namely:

- (1) The head of the madrasa has input by carrying out several things, namely by carrying out the registration process, mapping tests and graduation report cards. This is done to prepare an effective and efficient learning process, besides that, the role of parents is also involved in assisting the implementation of these three things.
- (2) The head of the madrasa has also made a strategy in preparing the learning process as much as possible. This can be seen from the improvement of infrastructure, infrastructure, human resources both in the scope of teachers, staff and all those related to learning. All of this is done in order to obtain reliable graduates or outputs.
- (3) The principal of the madrasa for several years has always been able to pass 100% of his students. But so far, the output itself is still stable or static . This can be seen from the results of UNAS (National Examination) or now better known as UASBN/UAMBN (National Standard School/Madrasah Final Examination). The school's strategy is to prepare students for exams such as UNAS and others, usually intensive coaching is held every morning and evening outside of teaching and learning activities. Usually, Arabic and SKI (Islamic Culture History) lessons are also held. It is hoped that this strategy will also help improve the quality of MTs education. Miftahul Huda Tegalwaru Karawang.

CONCLUSION

Based on the research that the author did at MTs. Miftahul Huda Tegalwaru Karawang with regard to the leadership of a madrasa head in improving the educational quality of the institution, it can be concluded that: Leadership of Madrasah Heads in Improving Education Quality in MTs. Miftahul Huda Tegalwaru Karawang: Providing good service to the community by waiving the registration fee for new students which in previous years the registration fee was still charged around one hundred thousand rupiah. So that parents of prospective students who are mostly from the lower middle class feel helped and are not burdened with registration fees. This can attract the interest of parents to entrust their children to MTs. Miftahul Huda Tegalwaru Karawang. The head of the madrasah provides direction to carry out a mapping test for prospective new students, so that schools really know the capacity of their prospective new students and prepare the right formula for each student. It is hoped that it will be able to graduate students who excel and have faith. This mapping test covers the competence of prospective students, both in terms of academic and non-academic achievements. In relation to the learning process and madrasa activities, the head of the madrasa has prepared well all the

existing elements, namely all the HR (Human Resources) he has, be it the teacher council, employees, administration to gardeners and *security*. All teachers and administration of MTs. Miftahul Huda Tegalwaru Karawang is always provided with various trainings, *workshops*, seminars and others to support each of their respective jobs.

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