

Increasing Academic Achievement through Madrasah Principal Strategies

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Abstract

Keywords:

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Strategy is a procedure used to carry out an activity to achieve madrasah goals. In carrying out the leadership process, the head of the madrasah certainly has strategies that will be carried out as a leader in the madrasah for improving student achievements to become an indicator of the success of managing the madrasah. This research aims to find out how the madrasa head's strategy, and the implementation of the madrasa head's strategy in improving the academic achievement of students at MA Unggulan XYZ Jombang. This research uses a qualitative approach with a case study type of research and is descriptive in nature with subjects namely the head of the madrasah, head of curriculum, and also teachers. The data collection techniques used were observation, interviews, and documentation studies. The validity of the data was tested by triangulating sources and techniques. The data obtained was analyzed through data reduction, data presentation, and data verification. The results of this research show that 1) the madrasa head's strategy in improving students' academic achievement by supervising, sector reading, boosting six superior madrasa programs, and also giving appreciation to students who excel in the form of free tuition fees for one semester 2) implementation of the madrasa head's strategy in improving Students' academic achievements are carried out by holding sectoral reding evaluation meetings by communicating with each other with sectoral readings.

Kata kunci:

Strategi Kepala Madrasah,
Kepemimpinan,
Madrasah,
Peningkatan Akademik.

Abstrak.

Strategi dapat dijelaskan sebagai serangkaian langkah yang bisa digunakan untuk mencapai tujuan madrasah. Dalam upaya memimpin langkah-langkah ini, kepala madrasah memastikan bahwa mereka memiliki metode yang akan digunakan sebagai seorang pemimpin di madrasah, dengan tujuan meningkatkan prestasi siswa sebagai salah satu indikator keberhasilan pengelolaan madrasah. Penelitian ini bertujuan untuk menyelidiki strategi yang digunakan oleh kepala madrasah dan implementasinya untuk meningkatkan kinerja akademik siswa di MA Unggulan XYZ Jombang. Penelitian ini menggunakan pendekatan kualitatif dengan model penelitian studi kasus dan bersifat deskriptif, dengan subjek penelitian meliputi kepala madrasah, wakil kepala bidang kurikulum, dan guru. Data akan diperoleh melalui observasi, wawancara, dan analisis dokumen. Validitas data akan dijamin melalui triangulasi sumber dan teknik. Data yang terkumpul akan dianalisis melalui reduksi data, penyajian data, dan verifikasi data. Hasil penelitian ini menunjukkan bahwa 1) strategi yang digunakan oleh kepala madrasah untuk meningkatkan kinerja akademik siswa melibatkan pemantauan, pembacaan sektoral, promosi program-program unggulan madrasah, dan memberikan apresiasi kepada siswa berprestasi dalam bentuk menggratiskan biaya SPP dalam satu periode. 2) Implementasi strategi kepala madrasah dalam meningkatkan kinerja akademik siswa dilakukan melalui rapat evaluasi pembacaan sektoral dengan komunikasi efektif antara kepala madrasah dan pembaca sektoral.

INTRODUCTION

The tasks borne by educational institutions are not light, therefore, madrasas must be managed competently and professionally. This is necessary so that educational goals can be realized in accordance with expectations, and for this, a leader is needed who has the ability to anticipate changes that will occur in the world of education. (Anas et al., 2023; Rosmika, Enita, Yuli Dwi Prastika, 2020; Usman, 2020). Madrasah institutions must have the determination to improve their management in accordance with applicable regulations and laws, such as within a five-year period, each educational institution must be evaluated in terms of its quality (Allur et al., 2018; Bakar, Umroh, et al., 2023; Fathih et al., 2021). If it does not meet the specified requirements, the educational institution must receive sanctions in the form of guidance. Therefore, every educational institution must carry out internal consolidation. Overall, collaboration between madrasah institutions is very important to exchange information to strengthen staff organization and implementation (Kartiko et al., 2023). It is important to remember that all the problems and changes that occur in society occur near the madrasa environment because madrasas play a central role in society. (Kuntoro, 2021).

(Bakar, Amimatul, et al., 2023; Husni Tamrin, Nuzuar, 2019) in his research, it was revealed that Islamic educational institutions must prove their existence. In terms of the educational process, Islamic educational institutions must be able to improve the quality of education at all levels, including Madrasah Diniyah, Raudhatul Athfal, Madrasah Ibtidaiyah, Madrasah Aliyah, and STAIN/IAIN/UIN. Furthermore, they must pay attention to stakeholder needs related to graduate competencies and technical abilities expected from the world of work (Mukromah, 2017; Upa & Mbato, 2020). The research results show that human resources, infrastructure, learning materials, and rewards will support the madrasa head's strategy (Abdullah et al., 2013; Gbollie & Keamu, 2017; Idrus et al., 2023). The strategies used by madrasah principals are generally able to generate motivation for teacher performance, but they still use general methods, namely the Principal of Madrasah Tsanawiyah Tahfidz Manbaul Kirom must have a special strategy or so that teachers are motivated to improve their performance. (Leithwood et al., 2002; Mustaqim et al., 2021).

Based on the descriptions in the previous section, the purpose of this research is as follows: 1. Describe and analyze the madrasa head's approach to improving students' academic achievement; 2. Describe and analyze the implementation of the madrasa head's approach in improving students' academic achievement; Next, the researcher formulated the problem as follows: 1. How does the madrasa head's approach improve students' academic achievement? 2. How to implement the madrasa head's strategy in improving students' academic learning achievement.

Although this research tries to describe and analyze the strategies of madrasah heads in improving academic achievement, it is not clear what strategies are used by madrasah heads. This research must conduct a sharp evaluation of the influence of madrasa head strategies on student academic achievement. More in-depth analysis is needed to measure the extent to which the strategy has a positive or negative impact, as well as what factors influence the results. By filling in the gaps in this research, we will be able to better understand the role of madrasah principals in improving student academic achievement and how the implementation of these strategies can be more effective in the context of madrasah education.

RESEARCH METHODS

This research uses a descriptive qualitative research approach with a case study type of research. Qualitative research methods are research carried out to explain or describe systematically, factually and precisely the facts and characteristics of a particular population (Glocker et al., 2007). The reason for using a qualitative approach in this research is that the researcher will describe everything related to the madrasa head's strategy in improving students' academic achievement. The research period carried out by researchers started from March to June 2023. In order to produce precise data, researchers carry out visits to locations according to the problem being studied.

The research subject is the source from which the data was obtained (Ellie Fossey, Carol Harvey, Fiona McDermott, 2002). If the researcher uses an interview approach when collecting data, then the data source is called an informant or respondent, namely the person who responds or answers the researcher's questions or statements in the form of written or verbal questions and if the researcher uses observation techniques, then the data source can be in the form of objects, movements, or process something (Aspers & Corte, 2019). The subjects in this research consisted of the head of the Madrasah, Deputy Head of Curriculum and teachers. The data in this research utilizes primary data and secondary data (Anwar, 2011). Primary data sources or (primary data) are sources of information that directly provide data to data collectors, namely data collected by researchers themselves directly from the object under study. In this research, the primary data source obtained by the researcher was the results of interviews with the head of the madrasah, head of curriculum, and teachers. Secondary data sources are data obtained from other parties or indirectly obtained by researchers from research subjects. This data usually takes the form of available documentation data or report data (Sugiyono, 2017).

There are 3 types of data collection techniques in qualitative research, namely interviews, observation and documentation studies (Given, 2012). (interview) is an event or process of instruction between the interviewer and the source of information or the person being interviewed through direct communication. observation is the basis of all science. Scientists can only work based on data, namely: facts about the world and also reality obtained through observation and documentation which is a record of past events. Documentation includes someone's writing, drawings, or monumental works, where documentation studies are a complement to the use of observation and interview methods in qualitative research.

The data analysis technique in this research uses the concept put forward by Miles and Huberman which states that data analysis in qualitative research is carried out during data collection and after data collection is completed within a certain period. Activities in qualitative data analysis are carried out interactively and continue continuously until completion, so that the data is saturated. Activities in data analysis are, data reduction, data display, and conclusion drawing/verification (Miles & Huberman, 2014). Testing the validity of the data in this research uses the triangulation method. The triangulation method is where researchers use different data collection techniques to obtain data from the same source (Carter et al., 2014). Here the researcher uses source triangulation and technique triangulation. Source triangulation, namely to compare and recheck information obtained through different data collection techniques. Triangulating data with the most important source is knowing the differences. Triangulation technique, namely to search for the same data using several different techniques. In this case, the research results were cross-checked with the head of the madrasah, head of curriculum and teachers.

RESULTS AND DISCUSSION

Result

Madrasah Head's Efforts to Improve Students' Academic Achievement

Vision is the main reason for establishing an institution. It is fundamental and it is impossible for an organization to be founded without a vision. Meanwhile, mission in general is a series of things done to achieve a vision. In preparing the vision and mission, it is prepared to answer development challenges which must be in line with development. Then, in preparing the vision and mission, all stakeholders related to the madrasah are involved. This was expressed by the head of the madrasah as follows:

"As the head of the madrasah, in preparing the vision and mission, of course we have to be in line with developments. So, we created the vision to answer development challenges. After the vision is formulated, we then formulate a mission in order to implement what is stated in our vision. A vision is an ideal hope, a dream about how we can make that dream come true. In preparing the mission, it is also adjusted to the circumstances. Then in preparing the vision and mission, of course the stakeholders involved, even the parents of the students, we also involve the students indirectly through dialogues by exploring what they, the teachers and the committee really want."

This statement was also confirmed by the teacher who also serves as deputy head of curriculum who stated:

"Every time the school year changes, the vision and madrasah are always evaluated, they don't have to be changed. However, the intention is to reiterate to the madrasah residents to strengthen the vision and mission. Our vision is to produce a generation that is superior, intelligent, correct, professional and devoted to Allah Almighty. Then those involved in preparing the vision and mission of the madrasah are usually the leadership elements, namely the head of the madrasah, then the deputy head, advisors, supervisors, and also the committee. "Only after it is patented, whether or not there are changes formulated, only then will it be conveyed at a large meeting."

Apart from the statement of the deputy head of curriculum, teachers who do not have positions also confirmed that: "*The vision and mission of the madrasah are formed every year by the madrasah leadership and involve all components of the madrasah*". So it can be said that the head of the madrasah in preparing the vision and mission is adjusted to developments and circumstances in order to achieve optimal desires between the head of the madrasah and all those involved in the development of the madrasah.

A work meeting is an annual work program that brings together staff to discuss matters related to the implementation of an organization's work program. Based on the results of research conducted by the author, in terms of holding work meetings, the head of the madrasah. In holding the work meeting before the start of the new academic year, the head of the madrasah said:

"Work meetings are often held, performance evaluation meetings are also often held. Some work meetings are routine and some are incidental. We hold work meetings before starting the new academic year, then regular meetings are held at the beginning of the year, at the beginning of the semester and even later, like at the beginning of this week, we do our work and then immediately evaluate it. Then the RTL is in the form of performance. And when holding work meetings with staff, I, as the head of the madrasah, allow a forum to express their opinions, because this arena is for the common good, so it is done together."

This was emphasized by the head of the XYZ curriculum who said that:

"There are work meetings that are routine, and there are also those that are incidental. Incidental means that when there is something that needs immediate action, all the teachers who are responsible for this are invited. Then we have regular meetings at the beginning of every year, the beginning of the semester, and every month too. and when in the forum the head of the madrasah always invites the staff to express their opinions."

This was also expressed by the teacher at XYZ school who said that:

"Madrasah heads often hold evaluation work meetings. Both structural and educators and educational staff. "Then in the meeting forum, the head of the madrasah invites the audience to express their opinions, this is done once a month."

Therefore, it can be said that the work meetings held by the head of the madrasah are held at the beginning of the year, the beginning of the semester and every month. When holding a work meeting, the head of the madrasah invites his audience to speak and express their opinions. In holding work meetings, the head of the nadrasah always involves everyone, starting from educational staff and educational staff.

In compiling an organizational structure, there is a hierarchical line that describes the components in constructing an institution. Where every individual or human resource within the scope of the agency has its own position and function. The organizational structure is created for the benefit of the agency. Based on the results of research conducted by the author, in terms of compiling an organizational structure, the head of the madrasah prepares the organizational structure by analyzing a person's capacity and needs analysis. Therefore it can be said that in preparing the organizational structure the head of the madrasah carries out an analysis of the capacity of a person's needs using rolling or movement which is based on the results of last year's performance evaluation.

Next, carry out an academic program supervision program. The academic supervision program is a coaching activity that is planned by providing technical assistance to teachers and other employees in carrying out the learning process, or supporting the learning process which aims to improve teachers' professional abilities and improve the quality of learning effectively. Based on the results of research conducted by the author, in terms of carrying out an academic supervision program, the head of the madrasah prepares the instruments first and then analyzes them. This is based on the results of an interview with the head of the madrasah who said:

"In academic supervision activities, of course, prepare the instruments first. then when there are results we analyze them. When the results tend to be more negative, then what is not right is whether it is the instrument or who it is, of course we do an analysis and we carry out an evaluation. So far, supervision activities have been going well, but of course it is not 100% good, yes, what we manage is the human world. But in shaa Allah, the standard is good. "The solution is that when the supervision program is not running well, we invite a discussion in the meeting forum about why this can happen like this and what we want to do to achieve balance."

This was confirmed by the Head of Curriculum who issued the following statement:

"In our madrasa there are around 70 teachers, so they will be divided into MGMP groups or allied teachers will be gathered and then one senior will be selected to carry out academic supervision activities. So, in this supervision activity, it doesn't have to be all the heads of

madrasahs who are involved directly, but it can be divided between the head of curriculum, head of student affairs, public relations and also senior teachers who are competent in their fields of expertise. So, for example, if there are physics, chemistry and biology teachers, they are not directly assessed by the head of the madrasah but are assessed by their seniors and then after that the seniors are the ones who assess them, it is the head of the madrasah. We certainly know the results of these supervision activities, namely the method. One, for example, is the learning in the class appropriate for fun learning, then the media, the material and also the methods, teacher administration and all these methods, at least we know from the supervision results report and thank God, until now the academic supervision activities at XYZ have been completed. running smoothly. However, there is still a need for what is called an evaluation, namely some notes from the supervisor who evaluates the madrasah teachers. If revisions are needed in the preparation of the device, this will be billed. For example, it turns out that from the results of supervision our teachers need to be trained, workshops or training are needed about enlivening the learning atmosphere so that it is calm, happy and so on. That will emerge from the results of the supervision. Then improvements will be made."

The statement issued by the deputy head of academic affairs was also expressed by the teacher who said that:

"The madrasah head's efforts are to complete learning tools such as lesson plans, calendars. Then, as an administrative result, all responsibilities of each teacher must be fulfilled regarding the performance that has been carried out. However, when activities do not go well, the solution is usually immediate action. For example, whatever is missing must be completed immediately."

The strategy used by the madrasah head to improve student achievement is by developing 6 superior programs in the madrasah and providing rewards to students who excel. This is based on observations and interviews with the head of the madrasah as follows:

"Of course we will do an analysis. However, the educational institution is competent with other educational institutions. So we read how things are moving outside and then what our potentials can be developed. Apart from that, we also have to understand the objectives of high school level madrasah institutions, one of which is how to prepare their students to be accepted into their desired favorite tertiary institution and be accepted into the desired world of work. This is also a consideration in preparing the stages of achievement and then in terms of strategy through the 6 superior programs that we have. And for the achievement of the students themselves, thank God, until today I can say that it is still good because the percentage of our children is high, even very high. Then we will of course give rewards to students who excel."

This was emphasized by the Head of Curriculum who said:

"There are many strategies carried out by madrasah heads, one of which is reducing the sector. If the reducing sector is working optimally, yes. There is a curriculum, there is public relations, yes everything is working well. Then secondly, by legitimizing several superior programs, this year we are legitimizing several superior programs totaling 6 superior programs. Each of these superior programs has a target public. We also provide facilities here to teachers according to their specialization. There are three specializations here, namely mathematics, social sciences and religion. "So every teacher in that field, in the majors of specialization, has at least won several Olympiads and for students who excel, madrasahs definitely give rewards."

The following is a picture of giving rewards to students as in Figure 1 below:

Figure 1 Giving Rewards to Students



It can be understood from the picture above that the madrasa head's strategy for improving achievement is by developing 6 superior programs and also giving appreciation/rewards to students who excel, which aims to be a motivation for students to always be enthusiastic about achieving achievements.

Implementation of the madrasa head's strategy in improving students' academic achievement

Strategy development is a method or strategy used or a place for a planned change process that requires the support of all parties, including managers and employees with these changes. This is based on observations and interviews conducted with the head of the madrasah who said:

"The strategy used in developing the madrasa program is that we have to look at the outside world first, we can see the outside world via Google. We have to look there and then arrange it so that our institution can still be side by side or even be ahead. "Then we develop the plans that have been drawn up previously, so that we can develop funds for what is not good so that it can be good."

This was confirmed by the Head of Curriculum, who said the following: *"By developing, we monitor each other and remind each other. "For this, we definitely need something called a work program calendar, the sector reduction work program is put together with the aim of not having to accumulate in the same month."*

Therefore, it can be said that in developing the madrasa program, the head of the madrasah continues to improve what needs to be improved and continues to develop and work on what is not good. Meanwhile, regarding the importance of a shared understanding of the madrasah's vision and mission, the head of the madrasah gave the following response:

"Understanding the madrasah's vision and mission together is important because it creates cohesion and focus in educational efforts. All stakeholders have an important role in achieving madrasa goals, and a shared understanding of the vision and mission helps maintain the same direction and goals."

Meanwhile, the mother's answer from the deputy head of curriculum revealed positive things about the need for a shared understanding of the vision and mission, namely: *"Madrasahs hold regular meetings, training and open communication to ensure that all stakeholders understand the vision and mission of the madrasah. It can also involve them in strategic planning and decision-making processes that support the vision and mission."*

This shows that the statement is that a shared understanding of the madrasah's vision and mission has a very important role in directing educational efforts and achieving madrasah goals.

This creates cohesion and focus among all stakeholders, including teachers, students, parents, and administrative staff. This shared understanding helps maintain the same direction and goals, so that all parties can work in synergy to achieve the madrasah's vision and mission. In addition, through regular meetings, training and open communication, madrasahs can ensure that all stakeholders have a deep understanding of the madrasah's vision and mission.

Strategy implementation is the process of realizing strategies that have been formulated into action. This is based on observations and interviews conducted with Mr. Faizun, S.Ag., M.Pd. the head of the madrasah said: *"There is always a structural staff evaluation meeting by communicating with each other in the reding sector."*

This was emphasized by Mrs. Hayyinatul Wafda, S.H.I., M.A.g. as deputy head of curriculum who said:

"Regarding the implementation of the strategy, we always evaluate the structural staff, namely by communicating with each other with sector leaders, there are also evaluation meetings, regular leadership meetings every Thursday. "That is a strategy used to avoid and provide solutions to problems that come."

This was also expressed by the teacher who said that: *"In implementation, we always carry out regular evaluations and meetings"*. Therefore, it can be said that in implementing the strategy, the head of the madrasah always holds evaluation meetings by communicating with each other with the sector reviewers. A budget is an amount of money spent in a certain period to carry out a program. This is based on observations and interviews conducted with the head of the madrasah who said: *"Broadly speaking, the budget comes from the parent's infaq fund, then there is the BOS fund from the government, then there are also other businesses that partner with the government and the private sector. The term is balal funds."* Therefore, it can be said that the budget for implementing students' academic achievements comes from BOS funds and also funds from the committee.

DISCUSSION

Madrasah Head's Efforts to Improve Students' Academic Achievement

Analyzing the XYZ educational institution in terms of strategies for improving academic achievement which have been answered by several informants above. Strategy is used as targets, objectives, and general policies/plans to achieve predetermined goals, which are stated by defining what the company/organization is carrying out, or what the organization should carry out. The strategy in advancing madrasahs, especially in terms of improving students' academic achievement, is in accordance with theory seen from preparing a vision and mission, holding work meetings, preparing an organizational structure. Carrying out academic supervision programs and monitoring teacher performance.

To develop an effective vision and mission to improve students' academic achievement in the context of madrasa heads, there are several steps that can be taken, such as analyzing the madrasa context, preparing a vision and mission that involves stakeholders, then preparing a vision and mission. Analyze the school by starting to analyze the existing conditions in the madrasah then find out the potential and challenges faced and find out if there are trends or changes in education that need to be considered which are operationalized by the madrasah head by collecting data related to students' academic achievement, including exam results, graduation rates, or evaluations Teacher. This will help the madrasa head in planning specific steps. In preparing the vision and mission, the head of the madrasah invites stakeholders to carry out consultations to obtain input

about what the stakeholders want. In addition to hearing their opinions, consider creating a survey or open meeting to gather further input.

Conducting a work meeting is an activity carried out by a leader which is attended by staff and employees with the aim of discussing existing tasks within the agency, organization or company (HKurniawan et al., 2012). Just like what madrasa heads do when holding work meetings, that is, madrasa heads often hold work meetings, not only work meetings but performance evaluation meetings are also often held, where the work meetings are held before the start of the new academic year. At the XYZ educational institution, some work meetings are routine and some are incidental. Incidental means that when there is something that requires immediate action, an incidental meeting will be held and then the RTL will be in the form of performance. Then, during meetings, the head of the madrasah always invites the audience to speak and express their opinions.

Developing an organizational structure is an activity to organize a system that is used to define hierarchies in an organization which has the aim of determining how an organization can operate and assisting the organization in achieving a predetermined goal in the future. (Aliefiani Mulya Putri et al., 2022; Ikhsan, 2016). Just like what madrasa heads do in preparing organizational structures, namely by analyzing a person's capacity needs which is done with structural power, namely rolling or movement, which is based on last year's performance evaluation. For example, when there are structural forces that are not aligned, it will be very dangerous, so that is why it is evaluated. Every year restructuring is carried out, if it is not suitable, it will be placed in a more appropriate position.

Academic supervision is a coaching activity that is planned by providing technical assistance to teachers and other employees in carrying out the learning process, or supporting the learning process which aims to improve teachers' professional abilities and improve the quality of learning so that it is effective (Amelia et al., 2022; Arifin et al., 2023; Astuti, 2017; Bano, 2018; Sutarno, 2023). Just like what madrasa heads do when carrying out academic supervision programs, namely by preparing instruments first and then analyzing the results. If the results later tend to be more negative then after that it can be evaluated. In academic supervision activities, the head of the madrasah is not directly assessed, but one of the qualified seniors is selected, then the senior who assesses is the head of the madrasah (Karim et al., 2021; Nilda et al., 2020; Wang et al., 2022).

Monitoring is an activity to find out the progress of the implementation of madrasah implementation, whether it is in accordance with the plan, program or standards that have been set and to find obstacles that must be overcome in implementing the program. As is done by the head of the madrasah in carrying out monitoring, namely by supervising classes. Every morning the head of the madrasah goes around every class in the madrasah. After class supervision there is also something called learning supervision which is carried out once a year (Wang et al., 2022). The aim is to ensure that everyone works according to their main duties and functions. Strategy is a method or process of determining a leader that focuses on an organization's long-term goals accompanied by efforts to ensure that those goals can be achieved. As is done by the head of the madrasah in terms of strategies to improve students' academic achievement, namely by supervising students who take part in competitions in academic and non-academic fields by legitimizing 6 superior madrasah programs and giving appreciation to students who excel. This is to foster the enthusiasm of students to continue to excel (B et al., 2023; Tazkiah et al., 2022). Based on the results of research in the field, researchers prove that the head of the madrasah has been successful in implementing his strategy with the many achievements obtained by students at Institution National, provincial and other level Olympics. The strategy for increasing student academic

achievement at XYZ Institution has been very good in supporting the success of student academic achievement.

Implementation of the madrasa head's strategy in improving students' academic achievement

Strategy implementation is a process where strategies and policies are implemented through structure development, program development, budgets and implementation procedures (Fitria & Hakim, Alwasih, 2022; Tanjung et al., 2022). where strategy implementation is the most difficult stage in a management strategy process because there are many factors that can influence implementation in the field and it is possible that it may not be in accordance with original estimates. When carrying out his obligations, the head of the madrasah is responsible for carrying out his obligations to be a good leader who can be a good role model for his subordinates and also carry out developing existing programs in the madrasah in an optimal way.

Table 1 Madrasah Head Strategy

No	Indicator	Implementation Strategy
1	Strategy Development Culture	a. open and continuous communication b. Shared Understanding of Vision and Mission c. Assignment of Clear Responsibilities d. Recognition and rewards e. Periodic evaluation and reporting f. A culture of learning and innovation
2	Implementation of the Madrasah Principal's Strategy	a. Preparation and coordination b. Resource allocation c. Leaders and implementation teams d. Effective communication e. Monitoring and evaluation f. Response to change
3	Prepare a Budget	a. Review of strategic plans b. Estimated budget requirements c. Priority determination d. Making a budget plan e. Making control and evaluation plans
4	Develop and utilize	a. Collaborative Projects with Local Communities b. Create an Innovation Competition c. Carrying out Entrepreneurship Projects

The successful implementation of the strategy uses cultural indicators of strategy development. Strategy development is a planned effort in a group activity in the process of improving its work system to achieve certain goals. As is done by the head of the madrasah in developing strategies, namely by developing superior programs in the madrasah and also accompanying students who take part in academic competitions. and non-academic. In this escort there is special escort and there is also escort from the madrasa itself. The way this is done is by establishing open and continuous communication. A strong strategy development culture begins with open communication between the madrasa head, staff and the entire madrasa community by holding regular meetings, both formal and informal, to share information about strategic developments, achievements and challenges faced. secondly, a shared understanding of the vision and mission by ensuring that all staff members, including teachers and other employees,

understand and feel connected to the madrasa's vision and mission as well as providing discussion or workshop space to ensure in-depth understanding. Third, giving clear responsibilities, each staff member must know their role in achieving the madrasah's vision and mission. Recognition and rewards, encouraging a culture of appreciation and recognition to reward individual and group efforts in achieving strategic goals, and providing awards, such as certificates or public recognition, to those who have contributed significantly to the achievement of the vision and mission. as well as periodic evaluation and reporting, the madrasa head creates a structured valuation system to measure progress towards strategic goals by creating a regular schedule for reviewing and updating the strategic plan. Share progress reports with the entire madrasah community to maintain accountability (Adriana et al., 2023; Neliwati et al., 2023; Sirojuddin, 2020).

Implementation of the madrasah principal's strategy is a critical stage in turning strategic plans into concrete actions (El Widdah, 2022; Gale et al., 2022; Tursina, 2023). This requires careful planning, efficient allocation of resources, and the ability to lead and inspire staff and students. The steps include preparation and coordination in identifying the key steps that need to be taken, requisitioning several required documents, and preparing software or tools that support implementation. Second, by allocating resources, the madrasa head ensures that the allocation of resources (including budget, personnel and facilities) is in accordance with the strategic priorities that have been set, for example using the budget that has been allocated to support the strategy, including the procurement of necessary equipment or training. The three leaders and make a team. As a madrasa head, you must lead by example and communicate the importance of the strategy to the entire madrasa community by forming an implementation team that will be responsible for implementing strategic steps. Creating effective communication, namely by maintaining open and honest communication with all staff, students and other stakeholders. Encourage understanding of the vision and mission, using various communication channels, including meetings, newsletters, emails, or online portals, to share information and update on strategy implementation. carry out monitoring and the head of the madrasah responds to change, namely being able to respond to changes in the educational environment or policies that can influence the implementation of the strategy, demonstrated by being flexible in designing and adapting operational steps in accordance with changes that occur (Azis et al., 2022).

Preparing a budget to improve student academic achievement is an important step in madrasa management. This allows madrasah principals to allocate resources efficiently to support educational initiatives that will improve student learning outcomes. These steps include a review of the strategic plan, review your madrasa's strategic plan to understand the long-term goals and educational initiatives that will be pursued by identifying concrete steps that will be implemented in the coming fiscal year to support the achievement of these goals. Next, make an estimate of budget requirements. Calculate the estimated costs for each initiative, including required operational and capital costs. Next, determine priorities based on the urgency and strategic impact of each initiative. The next stage is creating a budget plan that reflects the priority decisions and strategic objectives of the madrasah by considering the sources of income that will be used to support the budget, including budgets from the government, donations, or other funds. No less important is the creation of a control and evaluation plan by creating a control system that allows the madrasa head to track expenditure and measure goal achievement in a consistent way. Sometimes, madrasah heads may adopt unusual or creative approaches to develop and capitalize on student achievement. This approach can help motivate students, improve learning outcomes, and create a unique learning environment. The following are some unusual ways that madrasa

heads can carry out Collaborative Projects with Local Communities, namely, madrasa heads collaborate with local communities to develop collaborative projects that involve students in activities that are beneficial to the community, Creating Innovation Competitions, namely students can be asked to designing projects that address environmental or social issues in their communities. Prizes and recognition can be given to the team or individual with the best idea, and finally Holding an Entrepreneurship Project. Madrasah principals can support entrepreneurial projects where students can plan, launch and manage small businesses. This can involve product or service development, financial management, and marketing.

CONCLUSION

An interesting finding in this research is the development of 6 superior programs and monitoring students who take part in academic and non-academic competitions. Apart from that, at the implementation stage, what is different from previous researchers is that the head of the madrasah does not only reach the evaluation stage but also develops and utilizes, namely carrying out collaborative projects with local educational communities, creating innovation competitions and holding educational entrepreneurship projects.

This research is theoretically able to develop previous research indicators to be broader so that they can become a reference for future researchers, meanwhile practically by having good student achievement it will be a motivation for teachers to always do their best academically. and non-academic. can provide motivation to teachers to always give their best in academic matters and also in other things. When students achieve good achievements, it can give a sense of pride and satisfaction to the teachers who have contributed to their learning. This can spur the enthusiasm of teachers to continue to improve the quality of their teaching and look for ways to support students' holistic development, including in non-academic aspects such as character education, social skills, and providing emotional support.

This research has limitations in that the location is in a district area, not in an urban area, so it cannot touch all social aspects. This research uses a qualitative approach so, in order to get consistent results, it is necessary to carry out testing again using different methods.

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