

Women Leadership Performance in Learning Management at Private Madrasah Ibtidaiyah during the Covid-19 Pandemic in South Kalimantan

Salamah¹⁾, Suriagiri²⁾, Muhammad Nur Effendi³⁾, Mudhiah⁴⁾

¹⁾ Universitas Islam Negeri Antasari Banjarmasin, Indonesia

²⁾ Universitas Islam Negeri Antasari Banjarmasin, Indonesia

³⁾ Universitas Islam Negeri Antasari Banjarmasin, Indonesia

e-mail Correspondent: suriagiri1986@gmail.com

Received: 11-11-2023

Revised: 30-01-2024

Accepted: 14-03-2024

Info Artikel

Abstract

Keywords:

Women's Leadership,
Education Management,
Madrasah Ibtidaiyah

This study aims to explore the role of female madrasah principals in education management, especially in the Ibtidaiyah madrasah environment. Qualitative research methods were conducted through observation, interviews, and documentation analysis in 13 districts of South Kalimantan province. The research focused on women's leadership roles in leveraging resources, building collaboration with the community, planning the curriculum, and utilizing technology in learning management. The results show that female madrasah principals play a key role in leveraging madrasah resources, building collaboration with the community, planning a responsive curriculum, and utilizing technology to improve learning. They are also active in developing an inclusive work culture, implementing effective supervision strategies, and creating open communication and active engagement within the madrasah environment. The findings provide an overview of the importance of women's leadership roles in managing education, confirming their contribution to creating an inclusive, innovative, and sustainable learning environment.

Kata kunci:

Kepemimpinan Perempuan,
Pengelolaan Pendidikan,
Madrasah Ibtidaiyah.

Abstrak.

Penelitian ini bertujuan untuk mengeksplorasi peran kepala madrasah perempuan dalam pengelolaan pendidikan, terutama di lingkungan madrasah Ibtidaiyah. Metode penelitian kualitatif dilakukan melalui observasi, wawancara, dan analisis dokumentasi di 13 Kabupaten Provinsi Kalimantan Selatan. Penelitian ini fokus pada peran kepemimpinan perempuan dalam mendayagunakan sumber daya, membangun kolaborasi dengan masyarakat, merencanakan kurikulum, dan memanfaatkan teknologi dalam pengelolaan pembelajaran. Hasil penelitian menunjukkan bahwa kepala madrasah perempuan memainkan peran kunci dalam mendayagunakan sumber daya madrasah, membangun kerjasama dengan masyarakat, merencanakan kurikulum responsif, dan memanfaatkan teknologi untuk meningkatkan pembelajaran. Mereka juga aktif dalam pengembangan budaya kerja yang inklusif, penerapan strategi supervisi yang efektif, serta menciptakan komunikasi terbuka dan keterlibatan aktif dalam lingkungan madrasah. Temuan ini memberikan gambaran tentang pentingnya peran kepemimpinan perempuan dalam mengelola pendidikan, menegaskan kontribusi mereka dalam menciptakan lingkungan belajar yang inklusif, inovatif, dan berkelanjutan.

INTRODUCTION

Education is a crucial domain that requires special attention, especially in the context of women's leadership in Madrasah Ibtidaiyah Swasta (MIS) in South Kalimantan. Currently, around 40% of MIS are managed by women who face complex challenges, especially in managing educational institutions amid the COVID-19 pandemic (Abrori & Hadi, 2020). While there have been several previous studies on women's leadership roles in education, there has been no specific focus on private MIS in South Kalimantan, particularly during this pandemic (A. Azizah, Rizal, Yudtika, & Sitepu, 2022; Garba & Uthman, 2023; Habibi & Astuti, 2021).

Previous studies tend not to provide an in-depth review of the difficulties faced by female madrasah principals in private MIS in this region. In addition, the emphasis on the impact of the pandemic on learning management and policies in private MIS remains an untouched area (Asari, Lubis, & Sabariah, 2020; Hamzah, Hamzah, Othman, & Devi, 2016; Harahap & Hasanah, 2022; Nurish, 2010). It is in this context that the importance of this study is to fill the gap in the literature and reveal the unique phenomenon of women's leadership roles in managing private MIS during the COVID-19 pandemic in South Kalimantan. The purpose of this study is to explore in depth the performance and challenges faced by female madrasah principals, as well as identify the factors that influence their performance in managing learning in private MIS. It also focuses on specific aspects that have not been revealed before, such as planning, resource empowerment, managing learning according to standards, and effective policy making, providing a more comprehensive picture of the dynamics of women's leadership in private MIS.

In this study, we seek to examine the extent to which the performance of female madrasah principals can achieve ideal standards in managing learning in private MIS during the pandemic. This research will use qualitative field methods with in-depth interviews and documentation to support our findings. The two articles mentioned provide good guidance on the approach and evidence in qualitative field research, which we will adopt to strengthen the results of this study.

By exploring in-depth information, it is expected that the findings of this study will provide surprising new knowledge regarding women's leadership performance in South Kalimantan's private MIS during the pandemic. In addition, this research is expected to contribute a more in-depth perspective on the successes, constraints and potential solutions in improving women's leadership performance in education. However, it should be noted that this study has certain limitations such as sample size, case variation and location limitations that may require further research for a more comprehensive understanding and more appropriate policy development.

RESEARCH METHOD

This study adopted a qualitative approach with a focus on the performance of female madrasah principals in learning management, especially in Private Madrasah Ibtidaiyah (MIS) in 13 districts of South Kalimantan Province. The researcher acts as the main instrument in data collection through observation, in-depth interviews, and document analysis. Data were obtained from madrasah heads, teaching staff, and students as key informants. The research was conducted for approximately 8 months with stages ranging from preliminary studies to data saturation, then analyzed using the Miles & Huberman interaction model.

The qualitative approach was chosen because it is suitable for exploring and deeply understanding women's leadership performance in the context of learning management. The reason for this choice is supported by the tendency that the topic of learning management is more suitable to be explained through a qualitative approach. Data were collected from various sources, including literature study, documentation of madrasah heads related to learning management, and interviews to explore further information from relevant stakeholders.

The data analysis process used a descriptive qualitative approach with the approach applied by Miles and Huberman. The data reduction stage was conducted by simplifying, abstracting and transforming the evolving data. This involved coding, summarizing, and tracing themes from the data that had been collected. The overall research led to a deeper understanding of how female madrasah principals manage learning in MIS in South Kalimantan, focusing on their challenges, strategies and performance during the COVID-19 pandemic.

RESULT AND DISCUSSION

Result

Based on an interview with a female madrasah head, it was revealed that:

"Our role as madrasah heads involves initiating diverse strategies to ensure the optimization of madrasah resources. We design detailed plans for educator allocation tailored to the specific needs of the madrasah, paying close attention to every aspect to ensure the right approach. In addition, we regularly organize training and development programs for staff, recognizing that developing the quality of educators is key to the success of the institution. And we not only focus on internal efforts, but also actively engage in building strong collaborations and gaining active support from the local community, believing that close cooperation with the surrounding community is an important foundation for achieving common goals."

Interactions with female madrasah principals revealed that their role in madrasah resource management is highly organized and detailed. They actively design diverse strategies, including the allocation of teaching staff tailored to the specific needs of the madrasah, demonstrating a deep awareness of the special needs of education. Besides focusing on internal aspects, madrasah principals are also actively involved in initiating collaboration with the local community. This confirms their belief that close cooperation with the surrounding community is the main foundation for achieving common goals.

Their commitment to developing the quality of educators is also evident from their regular efforts in organizing training and development programs for staff. They understand that improving the quality of educators is key to the success of the institution. This strategy shows that female madrasah principals not only prioritize internal education but also focus on developing staff capacity to deal with the dynamics of educational change.

The importance of a holistic and integrated approach to managing resources and building collaboration is not only reflected in their detailed resource allocation strategies but also in their tangible efforts to build strong collaboration with the local community. This reflects their understanding that the success of madrasahs is not only determined by internal factors but also by the broad support of the surrounding environment that forms the foundation for the sustainability of educational institutions.

Interviews with female madrasah principals showed that:

"Regarding the working atmosphere, we strive to maintain an inclusive, collaborative and open atmosphere in the madrasah. We place special emphasis on open communication that allows for the free exchange of ideas and views among staff, students and the educational community. We also consistently motivate and

encourage collaboration between staff and students, believing that good teamwork can lead to a more dynamic and effective learning environment. In addition, we also prioritize wellbeing and job satisfaction as an integral part of a healthy work environment, as we believe that staff wellbeing plays a role in the quality of learning we offer."

Interactions with female madrasah principals revealed their commitment to creating an inclusive and collaborative working atmosphere in the madrasah. They place emphasis on open communication that allows for the free exchange of ideas and views between all relevant parties, including staff, students and the educational community. In addition, they consistently encourage active collaboration between staff and students in the belief that strong teamwork can shape a more dynamic and effective learning environment.

Wellbeing and job satisfaction are the main focus in maintaining the quality of the working environment. They recognize that staff welfare has a significant role in improving the quality of learning offered by the madrasah. This shows that madrasah principals not only prioritize the learning aspect, but are also committed to staff welfare as an integral part of the success of the learning environment.

After interviews with female madrasah principals, their expertise in:

"Planning holistically, with a focus on student needs, active staff participation in the planning process, and adapting the plan to educational developments and local needs. We believe that comprehensive planning should consider students' needs in depth and involve all staff to create a quality education plan that can accommodate changes in education and diverse local needs."

From interactions with female madrasah heads, their expertise in holistic planning that prioritizes students' needs is evident. They place a deep focus on the needs of individual students, while involving the active participation of all staff in the planning process. The madrasah principals are keenly aware of the importance of adapting education plans to dynamic educational developments as well as the varied needs of the local context. Their belief in the importance of comprehensive planning is reflected in their efforts to consider students' needs in depth and involve all staff to create education plans that are not only high quality but also able to accommodate changes in the world of education and diverse local needs.

Interactions with the female madrasah principals revealed their commitment: *"Aligning learning with the use of technology. We focus on integrating technology in flexible learning strategies that adapt to the needs of students, especially during the pandemic. We strive to ensure that the use of technology is not just an additional tool, but an integral part of improving the quality of learning we offer."*

From interactions with female madrasah principals, it is clear that they are committed to delivering learning that is aligned with the use of technology. They show a strong focus on integrating technology into learning strategies that are not only flexible but also adaptable to students' needs, especially in the midst of the pandemic. Their efforts are seen in ensuring that the use of technology is not just an additional element, but an integral part of improving and enhancing the quality of learning they offer.

The commitment of female madrasah heads in aligning learning with technology is reflected in the flexible approach they adopt. They recognize the importance of technology as a tool that enables a more empowering learning experience and better suits students' individual needs, particularly in addressing learning challenges during the pandemic. The madrasah principals place technology integration as a crucial part in designing learning strategies that are not only responsive, but can also improve the quality of education in the madrasah.

The actions of female madrasah principals in strengthening their commitment to technology integration can be seen in their efforts to make technology a key element in improving the quality of learning. They try to ensure that the use of technology is not just an add-on, but becomes the foundation that builds substantial changes in education, ensuring that every learning step they plan has technological nuances that support, enhance and empower the learning process of students in madrasah.

After communicating with the female madrasah principals, we can see their ways:

"From our practice in supervision, we continue to be committed to proactive and purposeful supervision of the learning process. We schedule supervision regularly, provide constructive feedback to teachers, and provide support and guidance according to specific needs. We believe that proper supervision can help improve the quality of learning and teaching in madrasahs."

Interactions with female madrasah heads illustrate their consistent and purposeful way of supervising the learning process. They show a strong commitment to proactive supervision by scheduling supervision regularly. They also stand out in providing constructive feedback to teachers, providing guidance that meets specific needs and providing support that focuses on needed improvements. Their belief in the appropriate role of supervision is reflected in their efforts to improve the quality of learning and teaching in the madrasah.

The way female madrasah principals conduct supervision shows consistency and a strong focus on developing the quality of learning. They not only schedule supervision regularly, but also stand out in providing constructive and relevant feedback to teachers. Moreover, they are committed to providing guidance that is appropriate to the specific needs at hand, emphasizing the role of supervision as an important tool in continuous improvement in madrasah. Their belief in the important role of supervision in improving the quality of learning is evident in the seriousness with which they provide support focused on substantial improvements in the educational process.

According to interviews with female madrasah principals, their role is visible:

"As a key facilitator in staff development, we play an active role in ensuring continuous improvement of teaching quality in madrasah. We are involved in initiating, planning and facilitating various professional development programs for teaching staff to improve their skills and competencies. We also have a responsibility in maintaining the quality of teaching by conducting regular evaluations, providing constructive feedback to teachers, and identifying areas that require improvement. In addition, we continue to initiate continuous improvement efforts in the learning process, by inviting collaboration and active participation from staff in formulating appropriate solutions to improve the quality of education in madrasah."

From the interviews with female madrasah principals, it is clear that their role as key facilitators in staff development is very significant in ensuring continuous improvement in the quality of teaching in the madrasah. They are not only involved in initiating, planning and facilitating professional development programs for teaching staff to improve their skills and competencies, but are also responsible for maintaining the quality of teaching through regular evaluation, providing constructive feedback and identifying areas of improvement. Not only that, they continue to encourage continuous improvement efforts in the learning process, inviting collaboration and active participation of staff to formulate appropriate solutions to improve the quality of education in the madrasah.

DISCUSSION

Utilizing Madrasah Ibtidaiyah Resources

Interviews and observations revealed that female madrasah principals are highly involved in developing strategic plans to maximize the resources of madrasah Ibtidaiyah. They actively plan the use of human and material resources, following the evolution of educational needs as well as the development of the madrasah. The interviews revealed that female madrasah principals regularly evaluate the needs and availability of resources, including staff, facilities and funding. This helps in prioritizing the use of existing resources to support learning activities, staff training and efficient maintenance and development of madrasah infrastructure.

The first step taken is the identification of needs (Aslan, 2021). Based on observations, female madrasah principals map out urgent needs, such as infrastructure improvements, improving the quality of education or procuring learning resources. After this identification, they develop a prioritized plan that includes the allocation of resources according to the urgency of the needs and the long-term goals of the madrasah.

Furthermore, in the planning process, female madrasah heads involve staff, teachers and related parties in developing the strategic plan. From the in-depth interviews, it appears that the active participation of all components of the madrasah increases mutual awareness of the vision and goals of the madrasah. At this stage, they also emphasized the importance of allocating resources for staff training and development so that they have qualifications relevant to educational needs.

Female madrasah principals also emphasize monitoring and evaluating the strategic plan. Observations show that they regularly monitor the progress of implementing the plan. This allows for quick adjustments if there are changes in conditions or needs that require follow-up plans or changes in strategy (Basari, Sebgag, Noval, Mudrikah, & Mulyanto, 2023).

Furthermore, from the interviews, female madrasah heads revealed that strategic planning is not only static, but also dynamic. They encourage creativity, innovation and adaptation to changes that occur in the madrasah environment and the surrounding community. This illustrates the readiness of female madrasah principals in managing resources flexibly, ensuring that strategic plans are always relevant and able to face the growing challenges (Chengadu & Scheepers, 2017).

The interviews and observations revealed that female madrasah principals make collaboration with the community and related parties one of the main pillars in developing madrasah Ibtidaiyah. They actively build a close network of cooperation with the surrounding community, other educational institutions, local organizations and sponsoring agencies. This collaboration does not only focus on raising financial support, but also on expanding access to resources and knowledge to enrich madrasah education programs.

In practice, female madrasah principals hold regular meetings with community leaders, surrounding communities and local education agencies to build mutual awareness of the importance of quality education. The interviews revealed that this collaboration includes open discussions, dialogue and active participation from various parties to understand the needs and challenges faced by the madrasah.

This collaboration is also seen in the implementation of joint programs between madrasahs and other institutions, such as local governments, foundations or non-profit organizations (Devi & Subiyantoro, 2021). Observations showed that female madrasah principals have been successful in developing collaborative projects that benefit both parties. For example, they initiated

scholarship assistance programs, joint curriculum development or knowledge exchange between institutions to improve the quality of education.

The support and assistance obtained from this collaboration is not only material, but also knowledge and skills (Abidin & Desi, 2022). Through open discussions and collaboration in programming, female madrasah principals use these resources to enrich learning strategies, adopt best practices from other institutions and improve teachers' teaching capacity in the madrasah.

From the interviews, it appears that the collaboration built by the female madrasah principals is not only focused on the success of education programs but also on building a community that is inclusive and cares about education. The awareness of the importance of playing a joint role in improving the quality of education becomes clearer through active involvement in community activities that have a positive impact on the madrasah and the surrounding community (Fidrayani & Hadiati, 2020).

From the interviews and observations, it appears that female madrasah principals play an active role in optimizing the internal potential of madrasah Ibtidaiyah. One of the approaches they apply is to identify and strengthen staff expertise. Through comprehensive evaluation, female madrasah principals can recognize the strengths and weaknesses of the staff, then design appropriate training programs to improve their competencies. Interviews revealed that these training programs are not only focused on academic areas, but also on developing soft skills that are relevant in the learning process.

Furthermore, female madrasah heads also manage and utilize the existing space and facilities optimally. From the observations made, it was seen that they mapped and rearranged the space efficiently to support learning activities. In addition, they also take the initiative in procuring and maintaining learning support facilities, such as libraries, laboratories, or sports facilities. This aims to create a comfortable and supportive learning environment for students and staff (Gillard & Okonjo-Iweala, 2022).

Furthermore, female madrasah principals motivate the madrasah community to actively contribute to improving the quality of education. From the interviews, it appears that they encourage the active participation of all madrasah components, both students and parents, in various educational activities and madrasah development. This includes establishing school committees that involve all relevant parties in decision-making and mobilizing support from the surrounding community to jointly create an optimal learning environment.

In addition, female madrasah principals have also succeeded in building a spirit of cooperation and collaboration among staff and the madrasah community. Observations showed that they create a harmonious and synergistic working atmosphere, facilitating open discussions and supporting each other to share ideas and experiences. This helps in creating an atmosphere conducive to innovation and collective growth in achieving better educational goals for the madrasah.

Developing Work Culture and Climate

In practice, female madrasah principals play a crucial role in creating an environment that facilitates open communication and active engagement within the madrasah. The interviews showed that they actively initiate and support regular discussion forums in both formal and informal formats. These forums provide a platform for staff, teachers, students and even parents to be actively involved in the decision-making process and policy development of the madrasah.

The presence of female madrasah principals in these forums provides a great impetus for the participation of all components of the madrasah. Through their presence and open

interactions, they show dedication and involvement that motivate related parties to participate in various discussions and activities. In these discussion spaces, a culture of inclusive dialogue is built, where ideas and experiences from various perspectives can be conveyed freely (Goethals & Hoyt, 2016).

The impact of this open communication culture is evident in the improvement of the quality of learning and cooperation in the madrasah (Lewis, 2012). Observations showed that there is increased collaboration between teachers, administration and students in formulating more effective learning strategies. Parents' involvement in the education process has also become more structured, with them involved in discussions and decision-making regarding their children's educational development (Mustarsida, Maarif, & Rusydi, 2023; Satriawati, Rokhman, Saputra, Anggraini, & Abou-Samra, 2023).

It also creates spaces for a healthy exchange of ideas and experiences among madrasah stakeholders. The exploration of new ideas and creative approaches to solving educational challenges becomes more likely (Maromi, 2022). With an open communication framework, educational policies can be more responsive to the needs and dynamics within the madrasah Ibtidaiyah educational environment. Overall, this culture of open communication has established a solid foundation for productive collaboration and continuous improvement in the learning process (Norman, Paramansyah, Utami, & Aminah, 2022).

Female madrasah principals play an important role in shaping a culture of innovation and self-development in madrasah Ibtidaiyah. From the interviews and observations, it is evident that they not only facilitate but also encourage staff and teachers to be actively involved in training and self-development activities relevant to their respective areas of expertise. The support provided in the form of access and opportunities to attend training, workshops or seminars aims to improve their knowledge, skills and understanding in the rapidly evolving world of education.

In addition, female madrasah heads are also seen encouraging the formation of working groups or project teams within the madrasah. This aims to design innovations in the learning process that are more effective. These teams are often a place to share ideas, experiences and new strategies in education. Observations show that these innovation groups have provided a more structured space for staff and teachers to explore creative ideas in designing more interesting and efficient teaching methods (Fawzi & Dodi, 2022; Rohmah, Widhyahrini, & Maslikhah, 2023).

This has not only improved the quality of teaching in the madrasah but has also benefited the professional growth of all staff members. The opportunity to attend training and participate in innovation groups provides an impetus for them to continue to develop and improve themselves as educators (Fitria, Alwasih, & Hakim, 2022). From the interviews, it appears that the presence of the female madrasah head as a facilitator and initiator in these activities provides additional inspiration and motivation for the staff to be more courageous and proactive in presenting ideas and conducting experiments in their teaching. Thus, an environment is created in the madrasah that not only values innovation, but also provides active support for professional growth and the application of new ideas in learning (Owen, Shea, & Renn, 2020).

The role of female madrasah principals is not only limited to education management, but also in shaping a culture that upholds the values of empathy, cooperation and mutual respect in the madrasah environment. Interviews and observations showed that they are the prime movers in promoting social activities and caring for others as an integral part of the madrasah culture. This is evident in the initiation of charity programs, environmental cleaning activities, and collaborative projects with the surrounding community.

Female madrasah principals actively initiate and support various social programs involving students, teachers, staff, and even the surrounding community (Alwi & Mumtahana, 2023; Huda & Rokhman, 2021). From observations, it appears that their presence in overseeing these programs provides a strong impetus for active participation from all components of the madrasah. Initiatives such as charity activities, social services, or environmental projects not only improve the image of the madrasah in the eyes of the community, but also have a significant impact on student character building.

Through these activities, female madrasah principals create an environment where students are encouraged to care and be responsible for others and the environment (Arifin, Juharyanto, Mustiningsih, & Taufiq, 2018; Nurkhasanah, Barnoto, Hasan, & Ashari, 2023). From the interviews, it appears that these initiatives have helped shape students' empathy and concern for others who need help, as well as the environment in which they live. Not just a program, these activities become part of non-formal learning that enriches students' experience in understanding human values and social responsibility.

The impact is not only felt in improving student character, but also in providing practical learning about social responsibility outside the formal education environment. This is in accordance with the goals of education that not only prepare students academically, but also form a responsible personality and care for the surrounding world. From an educational management perspective, the success of female madrasah principals in creating a culture of care and cooperation is a crucial step in building a positive image of madrasah and shaping the character of the younger generation who empathize and care about social and environmental issues (Putra, 2023).

Planning Curriculum and Learning Management Activities

In the process of curriculum development, female school principals play a very important and active role. Through observation, it is evident that they recognize the importance of a responsive curriculum in adapting learning to students' needs and the dynamics of the times. Their direct involvement is seen in their contributions to designing curricula that accommodate changes and improvements in education. They focus not only on academic aspects but also consider social, emotional, and skill development aspects relevant to students.

Moreover, female school principals are directly involved in adapting the curriculum to align with the latest advancements in education and technology. They ensure that the material delivered is relevant to the demands of the time, incorporating elements that support students' future needs. For example, they pay attention to the application of information technology in the learning process and integrate new concepts emerging in the field of education.

Their active involvement is also evident in evaluating the success of implemented curricula. Through observation of learning outcomes, they ensure that the curriculum formulated yields the expected results. This evaluation includes responsiveness to students' challenges and needs, as well as ensuring that teaching approaches used can optimize students' understanding of the material.

Their role in directing a responsive curriculum also demonstrates sensitivity to individual students' needs. From observations, it is clear that they understand that each student has different needs, so the curriculum must be designed to reach and facilitate diversity in students' learning styles. This indicates not only expertise in designing comprehensive curricula but also a high level of social sensitivity to student diversity (Raupu, Maharani, Mahmud, & Alauddin, 2021).

Furthermore, female madrasah principals play a role in strengthening collaboration with teachers and staff. From the interview results, it is evident that they foster cooperation and active involvement from the teaching team in the curriculum development, implementation, and

evaluation processes. This reflects the importance of collaboration in ensuring quality curriculum and activating the active role of teachers in delivering material in line with the agreed curriculum vision.

From the interview results, it is apparent that female madrasah principals play a crucial role in managing various learning activities in the madrasah. The coordination they undertake encompasses various aspects, ranging from scheduling lessons to selecting innovative teaching methods. This demonstrates their involvement in adapting the learning process to meet the needs of students and developments in education.

The scheduling coordination conducted by female madrasah principals not only involves practical aspects such as determining time and classroom space but also adapts activities according to curriculum developments and specific student needs. With an approach focused on individual needs, they strive to ensure that every student has an equal opportunity to learn with suitable approaches (Saputro, Qholik, Institut Agama Islam Negeri Ponorogo, Indonesia, Muafiah, & Institut Agama Islam Negeri Ponorogo, Indonesia, 2023).

In addition, female madrasa principals are also involved in selecting innovative teaching methods. Through interviews, it was revealed that they continuously monitor the latest developments in education and seek ways to implement methods that motivate and enhance student engagement in the teaching and learning process (Anwar, Rahman, Nurwahidin, Sutrisno, & Saputra, 2023; Fasya, Darmayanti, & Arsyad, 2023). Thus, they not only manage learning activities administratively but also pay attention to the quality aspects of education conveyed to students.

Furthermore, the role of female madrasa principals in ensuring the availability of adequate resources becomes crucial in managing diverse learning activities. Observations indicate that they are active in ensuring the availability of facilities and infrastructure that support the learning process, such as reference books, learning equipment, and technological support. This support strengthens the effectiveness of teaching and helps teachers deliver material better to students.

Moreover, female madrasa principals also show concern for the development of teaching staff in facing diverse learning activities. From observations, it is evident that they support staff in attending relevant training and workshops, provide additional resources, and facilitate collaboration among teachers to share experiences and effective teaching strategies. Overall, the role of female madrasa principals in managing diverse learning activities reflects their commitment to the quality of education and student progress. From interviews and observations, it is apparent that their involvement is not only administrative but also strategic aspects in managing learning to support the holistic growth and development of students.

The role of female madrasa principals in monitoring and evaluating the curriculum and learning activities is a crucial foundation for improving the quality of education. From observations, it is evident that they not only evaluate the implementation level of the curriculum but also continuously monitor the learning process. This step allows them to identify successes and challenges that may arise in the teaching and learning process.

Routine and structured evaluation processes carried out by female madrasa principals enable them to assess the effectiveness of the implemented curriculum. Through this evaluation, they can identify specific weaknesses and implement necessary improvements. From interviews, it is evident that these efforts are made to ensure that every aspect of the curriculum is relevant to student development and meets the established educational goals.

Furthermore, observations also show that female madrasa principals use the evaluation process to provide recommendations for improvements that can enhance the quality of learning. This involves using data and feedback from various stakeholders, including teaching staff and student assessments. This step reflects their efforts to formulate effective solutions to improve overall education quality.

Female madrasa principals are also actively involved in facilitating discussions and evaluation forums involving stakeholders. From interviews, it was revealed that they facilitate open and collaborative dialogue to discuss evaluation results and explore solutions together. This step strengthens the involvement of all relevant parties in the improvement process, ensuring that any proposed solutions are also supported by mutual agreement (M. Azizah, Jariah, & Aprilianto, 2023; Murharyana, Ayyubi, Rohmatulloh, & Ikromi, 2024). From interviews and observations, it can be concluded that the role of female madrasa principals in continuous monitoring and evaluation is key to continuous improvement in education quality. Through structured, collaborative evaluation involving all relevant parties, they ensure that every improvement effort is based on relevant data and feedback, contributing to overall learning effectiveness.

Utilizing Technology and Information

From observations and interviews, it is evident that female madrasah principals play a significant role in utilizing technology and information to enhance learning management. They actively promote the use of technology in the learning process, both to teaching staff and students. This step aims to broaden access to relevant and supportive learning resources, such as digital learning sources, educational apps, and e-learning platforms (Syawal, 2021).

In addition, female madrasah principals are also involved in ensuring adequate technological infrastructure in the madrasah. From the observations, it is evident that they initiate or support the procurement of hardware and software needed to support the use of technology in the learning process. These efforts include providing adequate internet access, hardware such as computers or tablets, and training for teaching staff in effectively using this technology.

Furthermore, female madrasah principals are seen to encourage the integration of technology into curriculum design and learning activities. They design teaching strategies that utilize various digital tools and platforms to diversify students' learning experiences. Interviews revealed that these efforts are made to create a dynamic learning environment responsive to students' needs in the face of technological advancements.

Observations also indicate that female madrasah principals not only promote the use of technology for students but also utilize it as an administrative tool. They use management information systems to manage student data, finances, and scheduling. This helps improve administrative efficiency in the madrasah and provides space for further focus on improving educational quality.

From the interviews and observations, it is clear that the role of female madrasah principals in leveraging technology and information is significant in transforming the educational landscape. These initiatives broaden access to learning resources, enrich student learning experiences, and enhance administrative efficiency. This reflects their commitment to ensuring that madrasahs can optimally harness the potential of technology to improve educational quality.

Conducting Supervision

In the process of managing learning, female madrasah principals play an important role in conducting supervision. From observations and interviews, it is evident that they are actively involved in supervisory activities to ensure the quality of teaching and learning in the madrasah. One approach that is apparent is through classroom observation, where female madrasah principals directly monitor teaching and learning activities conducted by teachers. This helps them understand the ongoing teaching practices and provide constructive feedback to teachers for improvement.

In addition to classroom observation, female madrasah principals are also involved in discussions and evaluation sessions with teachers. From the interviews, it is evident that they encourage the exchange of experiences among teachers, provide forums for sharing best practices, and offer guidance and support in improving teaching quality. These activities not only provide opportunities for teachers to learn from each other's experiences but also create a collaborative work environment and foster a spirit of improvement in education (Tsany & Setiawan, 2022).

Next, female madrasah principals are also involved in developing follow-up plans based on supervision results. From the observations conducted, they not only provide direct feedback but also support the development of professional development programs for teachers. This includes recommendations for training, the use of specific learning resources, or the development of teaching strategies that align with the supervision results that have been conducted (Wa Mirna & Siti Nurjanah, 2022).

Observations and interviews also indicate that female madrasah principals use supervision as a tool to strengthen individual teacher performance (Adriana, Santoso, Adijaya, & Srinio, 2023). They provide encouragement, praise, and recognition to teachers who show improvement in performance or innovate in teaching methods (Munjin & Rosyadi, 2021). This not only motivates teachers to continuously improve quality but also creates a positive and supportive work environment. Overall, the results of observations and interviews indicate that female madrasah principals carry out supervisory roles with a constructive approach, providing constructive feedback, supporting professional development, and encouraging collaboration among teachers. They utilize supervision as a tool to improve the overall quality of education and foster a culture of continuous learning in the madrasah.

CONCLUSION

From the research findings and discussions above, it can be concluded that their contribution is crucial in optimizing resources, building collaborations, and fostering innovation in madrasahs. The main findings indicate that female leadership plays a crucial role in creating a more dynamic and responsive educational environment to change. This significantly contributes to understanding the dynamics of leadership in the educational context.

Scholarly, this research confirms the importance of the role of female madrasa principals in managing education. However, this study also provides a new perspective on how this leadership has a broader impact on inclusive and sustainable educational transformation. This provides a basis for further research to delve deeper into the long-term impacts of this leadership approach on educational quality and explore leadership adaptation in the face of constantly changing educational situations.

The limitations of this research lie in the limited number of samples, the tendency towards focused case variability, and possibly uneven coverage at various levels of education. Therefore,

for a deeper and more comprehensive understanding, further research involving larger samples, more varied cases, and broader coverage is needed. Thus, more comprehensive results can provide a stronger basis for formulating more appropriate policies in educational development.

REFERENCES

- Abidin, Z., & Desi, H. (2022). *Kepemimpinan Kepala Madrasah Perempuan*. 03.
- Abrori, M. S., & Hadi, Moh. S. (2020). Integral Values in Madrasah: To Foster Community Trust in Education. *Istawa: Jurnal Pendidikan Islam*, 5(2), 160. <https://doi.org/10.24269/ijpi.v5i2.2736>
- Adriana, M., Santoso, D., Adijaya, Y. H., & Srinio, F. (2023). Effect of Organizational Climate and Achievement Motivation on Teacher Performance. *Nidhomul Haq: Jurnal Manajemen Pendidikan Islam*, 8(2), 152–165. <https://doi.org/10.31538/ndh.v8i2.3066>
- Alwi, M., & Mumtahana, L. (2023). The Principal's Strategy in Improving the Quality of Teacher Performance in the Learning Process in Islamic Elementary Schools. *Kharisma: Jurnal Administrasi Dan Manajemen Pendidikan*, 2(1), 66–78. <https://doi.org/10.59373/kharisma.v2i1.18>
- Anwar, K., Rahman, A., Nurwahidin, M., Sutrisno, S., & Saputra, N. (2023). The Influence of School Culture and Work Motivation on School Quality in Vocational Schools. *Tafkir: Interdisciplinary Journal of Islamic Education*, 4(3), 430–445. <https://doi.org/10.31538/tijie.v4i3.661>
- Arifin, I., Juharyanto, Mustiningsih, & Taufiq, A. (2018). Islamic Crash Course as a Leadership Strategy of School Principals in Strengthening School Organizational Culture. *SAGE Open*, 8(3), 2158244018799849. <https://doi.org/10.1177/2158244018799849>
- Asari, H., Lubis, S. A., & Sabariah, H. (2020). Non-Formal Islamic Education for Women Prisoner in Rumah Tahanan Negara. *Nazhruna: Jurnal Pendidikan Islam*, 3(3), 425–443. <https://doi.org/10.31538/nzh.v3i3.844>
- Aslan, A. (2021). The Relevance of Inquiry-Based Learning in Basic Reading Skills Exercises for Improving Student Learning Outcomes in Madrasah Ibtidaiyah. *At-Tajdid: Jurnal Pendidikan Dan Pemikiran Islam*, 5(01), 28. <https://doi.org/10.24127/att.v5i01.1473>
- Azizah, A., Rizal, R., Yudtika, A. P., & Sitepu, M. S. (2022). Teacher Creativity Relationship with Interest Students Learning at SD Inpres Lolu During Pandemic. *Nazhruna: Jurnal Pendidikan Islam*, 5(2), 777–786. <https://doi.org/10.31538/nzh.v5i2.2232>
- Azizah, M., Jariah, S., & Aprilianto, A. (2023). Pembentukan Karakter Religius Siswa Melalui Pembelajaran Pendidikan Agama Islam di Sekolah Menengah Kejuruan. *Ngaos: Jurnal Pendidikan Dan Pembelajaran*, 1(1), 29–45.
- Basari, D. J., Sebgag, S., Noval, S. M. R., Mudrikah, A., & Mulyanto, A. (2023). Human Resource Management Model in Islamic Boarding School-Based Private Madrasah Tsanawiyah. *Nidhomul Haq: Jurnal Manajemen Pendidikan Islam*, 8(1), 14–30. <https://doi.org/10.31538/ndh.v8i1.2884>
- Chengadu, S., & Scheepers, C. (2017). *Women Leadership in Emerging Markets: Featuring 46 Women Leaders*. Taylor & Francis.
- Devi, A. D., & Subiyantoro, S. (2021). Implementation of Democratic Leadership Style and Transformational Head of Madrasah in Improving The Quality. *Nidhomul Haq: Jurnal Manajemen Pendidikan Islam*, 6(1), 14–26. <https://doi.org/10.31538/ndh.v6i1.1162>

- Fasya, A., Darmayanti, N., & Arsyad, J. (2023). The Influence of Learning Motivation and Discipline on Learning Achievement of Islamic Religious Education in State Elementary Schools. *Nazhruna: Jurnal Pendidikan Islam*, 6(1), 1–12. <https://doi.org/10.31538/nzh.v6i1.2711>
- Fawzi, T., & Dodi, L. (2022). Aspek Perkembangan Manajemen Pembelajaran Active Learning, Paikem Pada Kelas Unggulan. *Attadrib: Jurnal Pendidikan Guru Madrasah Ibtidaiyah*, 5(2), 64–75. <https://doi.org/10.54069/attadrib.v5i2.247>
- Fidrayani, F., & Hadiati, E. (2020). The Analysis of Self-Efficacy and Classroom Management as Contributors to Teacher Personality of Madrasah Ibtidaiyah. *Al Ibtida: Jurnal Pendidikan Guru MI*, 7(1), 132. <https://doi.org/10.24235/al.ibtida.snj.v7i1.6147>
- Fitria, R. N., Alwasih, A., & Hakim, M. N. (2022). Strategi Kepala Madrasah Dalam Meningkatkan Prestasi Akademik Siswa. *Academicus: Journal of Teaching and Learning*, 1(1), 11–19.
- Garba, M. D., & Uthman, Y. O. O.-O. (2023). The Covid 19 And The Likes Of Possible Pandemic: An Islamic Way To Earnest Prophylaxis. *Dirasab: International Journal of Islamic Studies*, 1(1), 1–9.
- Gillard, J., & Okonjo-Iweala, N. (2022). *Women and Leadership Real Lives, Real Lessons*. MIT Press.
- Goethals, G. R., & Hoyt, C. L. (2016). *Women and Leadership: History, Theories, and Case Studies*. Berkshire Publishing Group.
- Habibi, M. F. A., & Astuti, A. P. (2021). Ismuba Learning Problems and Solutions During Pandemic in Elementary School. *Nidhomul Haq : Jurnal Manajemen Pendidikan Islam*, 6(2), 342–362. <https://doi.org/10.31538/ndh.v6i2.1580>
- Hamzah, S. R., Hamzah, A., Othman, J., & Devi, S. (2016). Impact of Islamic Values on the Leadership Style of Muslim Women Academics in Malaysia. *Advances in Developing Human Resources*, 18(2), 187–203. <https://doi.org/10.1177/1523422316641402>
- Harahap, U. H., & Hasanah, M. (2022). Women’s Perspectives on Career in Family and Community Environment. *Al-Mada: Jurnal Agama, Sosial, Dan Budaya*, 5(1), 30–41. <https://doi.org/10.31538/almada.v5i1.1773>
- Huda, A. M., & Rokhman, M. (2021). The Strategy of the Principal in Improving the Quality of Institutional Education. *Attadrib: Jurnal Pendidikan Guru Madrasah Ibtidaiyah*, 4(2), 72–80. <https://doi.org/10.54069/attadrib.v4i2.142>
- Lewis, H. . H. (2012). *Barriers to Women in Roles of Leadership in Higher Education: An Examination of Leadership Texts*. George Fox University.
- Maromi, I. (2022). *The Pesantren Leaders’ Visionary in Improving Khidmah Lil-Ummah Excellent Service*. 6(2).
- Munjin, M., & Rosyadi, Z. (2021). Implementation of Madrasah Supervisor: A Case Study at the Banyumas Public and Private Madrasah Schools. *Al-Hayat: Journal of Islamic Education*, 5(1), 12. <https://doi.org/10.35723/ajie.v5i1.155>
- Murharyana, M., Ayyubi, I. I. A., Rohmatulloh, R., & Ikromi, S. N. (2024). The Effects of Islamic Religious Education Learning on Students’ Motivation. *At-Tadzkiir: Islamic Education Journal*, 3(1), 1–14. <https://doi.org/10.59373/attadzkiir.v3i1.44>
- Mustarsida, U., Maarif, M. A., & Rusydi, I. (2023). Manajemen Pengembangan Karakter Anak Usia Dini Melalui Kegiatan Parenting. *Munaddhomah: Jurnal Manajemen Pendidikan Islam*, 4(4), 855–866. <https://doi.org/10.31538/munaddhomah.v4i4.689>

- Norman, E., Paramansyah, A., Utami, W., & Aminah, S. (2022). SWOT Analysis as a Strategy for Madrasah Principals in Realizing Academic Madrasah. *AL-TANZIM: Jurnal Manajemen Pendidikan Islam*, 6(1), 520–530. <https://doi.org/10.33650/al-tanzim.v6i2.3506>
- Nurish, A. (2010). Women's Same-sex Relations in Indonesian Pesantren. *Gender, Technology and Development*, 14(2), 267–277. <https://doi.org/10.1177/097185241001400207>
- Nurkhasanah, U., Barnoto, B., Hasan, M. S., & Ashari, A. (2023). Madrasa Principal's Strategy in Improving the Quality of the Pandemic Era Learning Process at Madrasah Aliyah. *Dirasab: International Journal of Islamic Studies*, 1(1), 48–56.
- Owen, J. E., Shea, H. D., & Renn, K. A. (2020). *We Are the Leaders We've Been Waiting For: Women and Leadership Development in College*. Routledge.
- Putra, E. (2023). Optimizing Management Information Systems Based on Efficiency and Quality Management. *Nidhomul Haq: Jurnal Manajemen Pendidikan Islam*, 8(3), 401–411. <https://doi.org/10.31538/ndh.v8i3.3938>
- Raupu, S., Maharani, D., Mahmud, H., & Alauddin, A. (2021). Democratic Leadership and Its Impact on Teacher Performance. *AL-ISHLAH: Jurnal Pendidikan*, 13(3), 1556–1570. <https://doi.org/10.35445/alishlah.v13i3.990>
- Rohmah, S., Widhyahrini, K., & Maslikhah, M. (2023). Analisis Peningkatan Kemandirian Belajar Melalui Model Pembelajaran Visual Auditory Kinesthetic (VAK) dengan Teknik Whole Brain Teaching (WBT). *Attadrib: Jurnal Pendidikan Guru Madrasah Ibtidaiyah*, 6(1), 67–77. <https://doi.org/10.54069/attadrib.v6i1.376>
- Saputro, G. A., Qholik, W., Institut Agama Islam Negeri Ponorogo, Indonesia, Muafiah, E., & Institut Agama Islam Negeri Ponorogo, Indonesia. (2023). The Leadership Style of Female Madrasah Principals in Improving Teacher Performance at MIN 5 Magetan. *International Journal of Social Science and Human Research*, 6(08). <https://doi.org/10.47191/ijsshr/v6-i8-77>
- Satriawati, S., Rokhman, M., Saputra, N., Anggraini, S., & Abou-Samra, R. (2023). The Parenting of Single Parents in Forming Discipline for Ibtidaiyah Madrasah Students. *Tafkir: Interdisciplinary Journal of Islamic Education*, 4(3), 401–413. <https://doi.org/10.31538/tijie.v4i3.506>
- Syawal, S. (2021). The Principal of Madrasah Exemplary to Improve Teacher performance at MIS Al Azhar Sido Makmur Labuhanbatu. *Edunesia: Jurnal Ilmiah Pendidikan*, 2(3), 696–704. <https://doi.org/10.51276/edu.v2i3.188>
- Tsany, A. S., & Setiawan, A. C. (2022). *Efektivitas Gaya Kepemimpinan "Women Leadership" dalam Meningkatkan Kinerja Guru*. 10(3).
- Wa Mirna & Siti Nurjanah. (2022). Innovative, Ideal, And Fun Classroom Management To Improve Reading Literacy Of Madrasah Ibtidaiyah Students. *International Journal Of Humanities Education and Social Sciences (IJHESS)*, 1(5). <https://doi.org/10.55227/ijhess.v1i5.135>