

The Role of the School Principal's Leadership in Improving Teacher Performance from the Perspective of Islamic Education Management

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Abstract

This study aims to analyze the influence of school principal leadership on teacher performance in the perspective of Islamic education management. The study uses a quantitative approach with a correlational design conducted in Islamic-based educational institutions, with teachers as the main respondents. The sampling technique uses *proportional random sampling*, while data collection is carried out through questionnaires, observations, and documentation. Data analysis uses simple linear regression to test the relationships and influences between variables. The results showed that the leadership of the principal had a significant and positive influence on teacher performance, with the correlation level being in the strong category. Effective leadership, especially one that integrates transformational, participatory, and Islamic spiritual values such as trust, justice, and deliberation, has been proven to increase teacher motivation, professionalism, and responsibility. These findings confirm that the leadership of school principals is a strategic factor in improving the quality of education, although it is still influenced by other factors such as teacher competence, intrinsic motivation, and support for facilities and infrastructure. Therefore, a holistic leadership model based on Islamic values is needed to support the continuous improvement of teacher performance.

Keywords: Principal's Leadership, Teacher Performance, Islamic Education Management

Abstrak

Penelitian ini bertujuan untuk menganalisis pengaruh kepemimpinan kepala sekolah terhadap kinerja guru dalam perspektif manajemen pendidikan Islam. Penelitian menggunakan pendekatan kuantitatif dengan desain korelasional yang dilakukan pada lembaga pendidikan berbasis Islam, dengan guru sebagai responden utama. Teknik pengambilan sampel menggunakan *proportional random sampling*, sedangkan pengumpulan data dilakukan melalui angket, observasi, dan dokumentasi. Analisis data menggunakan regresi linear sederhana untuk menguji

hubungan dan pengaruh antarvariabel. Hasil penelitian menunjukkan bahwa kepemimpinan kepala sekolah memiliki pengaruh yang signifikan dan positif terhadap kinerja guru, dengan tingkat korelasi yang berada pada kategori kuat. Kepemimpinan yang efektif, terutama yang mengintegrasikan dimensi transformasional, partisipatif, dan nilai-nilai spiritual Islam seperti amanah, keadilan, dan musyawarah, terbukti mampu meningkatkan motivasi, profesionalisme, dan tanggung jawab guru. Temuan ini menegaskan bahwa kepemimpinan kepala sekolah merupakan faktor strategis dalam meningkatkan mutu pendidikan, meskipun tetap dipengaruhi oleh faktor lain seperti kompetensi guru, motivasi intrinsik, serta dukungan sarana dan prasarana. Oleh karena itu, diperlukan model kepemimpinan yang holistik dan berbasis nilai-nilai Islam guna mendukung peningkatan kinerja guru secara berkelanjutan.

Kata Kunci: Kepemimpinan Kepala Sekolah, Kinerja Guru, Manajemen Pendidikan Islam

INTRODUCTION

Education is a strategic instrument in building a sustainable human civilization. In the context of educational institutions, Human Resource Management (HRDM) plays an increasingly strategic role in the implementation and development of modern educational institutions¹. Human Resource Management (HRDM) essentially functions as a strategic instrument in managing and optimizing human potential to achieve organizational goals effectively and efficiently. In a modern perspective, HR is no longer understood as an administrative function, but has developed into an integrated system in organizational planning and decision-making. The function of MSDM starts from the process of planning human resource needs which aims to ensure the availability of labor in accordance with the qualifications and competencies needed by the organization. Careful planning is the basis for determining the direction of sustainable organizational development².

Furthermore, MSDM also functions in the recruitment and selection process which aims to obtain quality human resources and in accordance with the needs of the organization. This process is very important because the quality of the human resources recruited will determine the level of organizational performance in the future. After the recruitment process, the function of HR continues on development

¹ Indah Wahyuni, "Human Resource Management as a Strategic Pillar in the Management of Educational Institutions," *Mudir: Journal of Educational Management* 5, no. 1 (2023): 256–61.

² Anis Zohriah, Anis Fauzi, and Sayyid Naufal Al Qosam, "The Application of the Basic Concept of Human Resource Management in the Scope of Education in the Industrial Era 4.0," *JIIIP - Scientific Journal of Education* 7, no. 4 (2024): 3617–21, <https://doi.org/10.54371/jiip.v7i4.4294>.

and training, which plays a role in improving the competence, skills, and professionalism of the workforce. In the context of educational institutions, this function is crucial because it is directly related to improving the quality of educators and the quality of learning³.

Selain itu, MSDM memiliki fungsi dalam penilaian kinerja yang bertujuan untuk mengukur and evaluate the work achievements of individuals and groups in the organization. Through performance appraisals, organizations can find out the level of productivity and identify aspects that need improvement. This function is also closely related to the compensation and welfare system, where MSDM is responsible for providing fair and decent remuneration to the workforce as a form of appreciation for the contributions made. Providing proper compensation has been proven to increase employee work motivation and loyalty to the organization⁴.

Furthermore, MSDM also functions in building harmonious working relationships between organizations and labor through effective management of industrial relations. Good relationships will create a conducive work environment and support organizational stability. In recent developments, MSDM even has a strategic function as a driver of innovation and organizational change. Thus, it can be concluded that MSDM functions as a comprehensive and strategic system in managing all aspects of human resources, from planning to development, to support the achievement of organizational goals in a sustainable manner⁵.

Not only administrative functions, but also include planning, organizing, directing, and controlling all educators and education personnel as the main assets of the organization. This role is becoming increasingly important in the context of the dynamics of globalization, technological advances, and increasing demands for the quality of education that demand professionalism, innovation, and high adaptability from all education personnel.

The principal plays a central role as a leader who determines the direction of policy, organizational culture, and the quality of performance of educators. The

³ Diction Metris et al., *Human Resource Management* (Tri Scientific Education Foundation, 2024).

⁴ Aviva Atma Novia, "The Integrative Role of MSDM Functions in Optimizing Organizational Performance: Planning, Recruitment, Training, Performance, Compensation, Industrial Relations," *Journal of Science Education and Management Business* 5, no. 1 (2026): 442–50.

⁵ Hesti Kusumaningrum et al., "Implementation of the Human Resources Strategic Management Model in Improving the Quality of Education," *GEMILANG: Journal of Management and Accounting* 4, no. 3 (2024): 115–27.

leadership of the principal is not only administrative, but also includes a transformational dimension that is able to mobilize the potential of teachers optimally⁶. In the perspective of Islamic education management, leadership is not only oriented towards the achievement of institutional goals, but also contains spiritual values, ethics, and moral responsibility as a form of trust that must be carried out professionally and accountably.

The performance of teachers as the spearhead of the learning process is greatly influenced by the leadership style of the school principal. Teachers who work in an inspiring, participatory, and Islamic values-based leadership environment tend to show higher performance, both in pedagogical, professional, social, and personality aspects. On the other hand, authoritarian and less communicative leadership has the potential to lower teachers' motivation to work. This is in line with the findings of various studies that confirm that the leadership of school principals has a significant correlation with the effectiveness of teacher performance⁷.

From an Islamic perspective, leadership is known by the concept of *imamah* or *qiyadah* which emphasizes example (*uswah hasanah*), justice (*adl*), deliberation (*shura*), and responsibility (*amanah*). School principals as educational leaders are required to integrate these values in their managerial practices. Therefore, it is important to examine in depth how the leadership of school principals in the perspective of Islamic education management affects teacher performance, so that it can be the basis for the development of an effective leadership model with Islamic character.

A number of previous studies have examined the relationship between principal's leadership and teacher performance. Research by⁸ confirms that the principal's transformational leadership style is able to increase teachers' motivation and work commitment. In addition, studies conducted from⁹ an Islamic education

⁶ Yohanes Kefi and Rosnelli, "Transformational Leadership of School Principals in the Implementation of the Independent Curriculum at SMA Deli Murni Bandar Baru," *Journal of Management and Education Science* 4, no. 1 (2024): 27–34, <https://doi.org/https://doi.org/10.30872/jimpian.v4i1.2919>.

⁷ E Mulyasa, *Management and Leadership of School Principals* (Jakarta: Bumi Aksara, 2011).

⁸ Agung Sudarwan Danim, "Journal of Education Managers," *Journal of Education Managers* 15, no. 03 (2020): 1–9.

⁹ Nur Efendi and Ilham Yahya, "ADMINISTR : Journal of Islamic Education Management ADMINISTR : Journal of Islamic Education Management" 13, no. 01 (2025): 221–43.

perspective show that the application of Islamic leadership values contributes positively to the work culture and performance of teachers in Islamic educational institutions.

Based on these various studies, it can be analyzed that there is a close relationship between the leadership of the principal and the performance of teachers, both in the general perspective and in the framework of Islamic education management. However, there is still a gap in the integration between modern leadership theory and Islamic leadership values in managerial practice in schools. This is important to study more deeply, considering that the Islamic education management approach offers spiritual and ethical dimensions that can strengthen the effectiveness of the principal's leadership.

The reason for choosing this topic is based on the urgency of improving the quality of education through Strengthening the leadership role of school principals who are not only oriented to technical-managerial aspects, but also Islamic values. In addition, the phenomenon of low teacher performance in some educational institutions shows the need for a more holistic and value-based approach to leadership. Thus, this research is expected to make a theoretical and practical contribution to the development of Islamic education management that is relevant to the challenges of modern education¹⁰.

The purpose of this study is to analyze in depth the role of school principals in improving teacher performance from the perspective of Islamic education management, as well as identify effective leadership strategies in integrating Islamic values into school management practices.

RESEARCH METHODS

This research method uses a qualitative approach with a case study design to explore in depth the leadership role of school principals in improving teacher performance in the perspective of Islamic education management¹¹. The selected case studies aim to understand complex phenomena in the real context of the state

¹⁰ Ahmad Wahyudi Wafroturohmah, Sabar Narimo, "Learning Leadership of School Principals in Implementing Academic Supervision," *Education Manager* 10, no. 2 (2016): 194–99, <https://doi.org/10.23917/varidika.v31vi2i.10218>.

¹¹ John W Creswell and Cheryl N Poth, *Qualitative Inquiry and Research Design: Choosing among Five Approaches* (Sage publications, 2016).

of the school, including managerial practices, Islamic values, and their influence on teacher performance holistically¹² The research was carried out at one Islamic educational institution, namely MTs Unggulan AL Bahroin with a location in Nguken Village, Padangan District, Bojonegoro Regency. The data sources in this study include; School principals, teachers (educators), and related parties such as deputy principals, supervisors, and school committee members. Data was collected through in-depth interviews, participatory observations, and documentation¹³. Semi-structured interviews were conducted with guidance that covered themes: Islamic leadership concepts, principals' managerial practices, influence on motivation and performance teachers, as well as obstacles and strategies for the integration of Islamic values. Interviews are recorded (with permission), documented, and transcribed in full. Observations were focused on principal-teacher interactions, learning atmosphere, work meetings, and supervision activities, and were recorded in field notes. Documentation includes official school documents such as vision, HR management policies, teacher development programs, and performance evaluation results¹⁴. Data analysis in this study was carried out systematically through the stages of reduction, presentation, and conclusion drawn¹⁵. Interview transcripts, observation notes, and school documents were repeatedly examined to identify patterns of meaning relevant to the principal's leadership, managerial practices, and their influence on teacher motivation and performance. The data, which was initially long and varied, was reduced to the main theme, such as the form of exemplary leadership, justice in human resource management, awards, teacher professional development, and efforts to integrate Islamic values in school activities. The findings are then presented narratively by combining direct quotes from informants, descriptions of interactions in classes and meetings, and official school documents so that the picture becomes complete and contextual. From the patterns that emerged, the researcher concluded that the

¹² Siti Rohmah Kurniasih, Erni Haryanti, and A. Heris Hermawan, "The Integration of Science and Faith in the Curriculum: A Case Study on Integrated Islamic Elementary Schools," *Al-Thariqah Journal of Islamic Religious Education* 8, no. 1 (June 2023): 77–93, [https://doi.org/10.25299/al-thariqah.2023.vol8\(1\).11607](https://doi.org/10.25299/al-thariqah.2023.vol8(1).11607).

¹³ Lexy J Moleong and Tjun Surjaman, "Qualitative Research Methodology," 2014.

¹⁴ Sugiyono Sugiyono, "Qualitative Research Methods. Bandung: Alfabeta," *Google Scholar Alfabeta*, 2013.

¹⁵ Matthew B Miles, A Michael Huberman, and Johnny Saldana, *Qualitative Data Analysis* (sage, 2014).

leadership of the principal that emphasizes example, openness, justice, and spiritual appreciation is able to strengthen the intrinsic motivation of teachers and encourage better performance, both in the aspects of teaching and socio-religious responsibility. Limitations and obstacles such as administrative burdens do not reduce the positive impact of leadership as long as there is a clear Islamic value integration strategy, such as periodic meetings, mentoring, and development programs that are oriented towards religious values. By applying source triangulation, method triangulation, member check, peer debriefing, and trail audit, the data analysis process becomes transparent, consistent, and accountable so that the findings truly represent complex phenomena in the real context of the Bahroin Navy Flagship MTs. To ensure the validity of the data (*trustworthiness*), the researcher applies source triangulation, method triangulation, and member check (re-examination of findings to informants). In addition, the researcher conducts peer debriefing with experts or supervisors, prepares a detailed trail audit, and maintains neutrality through critical reflection¹⁶.

RESULTS AND DISCUSSION

The Leadership Of School Principals in Improving Teacher Performance is Reviewed From the Perspective of Islamic Education Management

The results of interviews and observations by researchers show that: the dominant leadership style practiced by the principal of MTs Unggulan AL Bahroin is an exemplary and democratic style. Behaviorally, the principal shows consistency in actions that are an example for teachers and students, such as time discipline, professional ethics, direct involvement in learning activities, and how to respond to problems calmly and solution. In addition, the principal also implements democratic leadership practices by opening a space for participation for teachers and staff in decision-making related to the curriculum, division of duties, and school activities through regular deliberations, teacher forums, and work teams¹⁷.

¹⁶ Triana Rosalina Noor et al., "FKUB and the Implementation of Multicultural Islamic Religious Education in Developing Religious Harmony in the Tengger Community," *Khazanah: Journal of Islamic Studies and Humanities* 19, no. 1 (2021): 83–104.

¹⁷ Hanafiah Hanafiah, Berliana Berliana, and Margono Margono, "School Principals' Leadership Style in Improving Teacher Performance in Elementary Schools," *Munaddhomah: Journal of Islamic Education Management* 4, no. 4 (October 11, 2023): 973–80, <https://doi.org/10.31538/munaddhomah.v4i4.588>.

The Influence Of The Principal's Leadership Style on Teacher Performance in The Aspects Of: Teaching, Discipline and Responsibility.

The results of the study show that the principals of ALBahroin Superior MTs schools apply the dominant leadership style in the form of exemplary and democratic, and these two styles have an impact on teacher performance. In particular, in the teaching aspect, the majority of teachers reported increased motivation to prepare teaching materials, use more varied methods, and collaborate more actively in learning planning after the head showed professional example and involved teachers in curriculum planning and collaborative lesson plans. In the aspect of discipline, teachers tend to be more obedient to the schedule, present on time, and obey school rules when the head exemplifies discipline and when rules are made through deliberation so that they are more accepted by staff. For the aspect of responsibility, the involvement of teachers in decision-making (democratic style) and the role of the head increase the sense of ownership of the school program, so that teachers show increased compliance in completing administrative tasks, extracurricular coaching, and monitoring student development. Overall, interview and observation data showed a positive relationship between exemplary and democratic leadership practices and improving the quality of teacher performance in these three aspects.

Effective Leadership Strategies in Integrating Islamic Values Into School Management Practices.

The results of interviews and research observations showed that the principal integrated Islamic values into the practice of school management through fostering good relationships with the school committee, parents, and the community through routine activities. In these routine activities, there are a series of activities such as recitations, prayers, and joint prayers that are carried out periodically in the school environment or by inviting parents and community representatives. This activity is an arena for interaction between schools, committees, parents, and local residents, as well as a media to instill the values of Islamic beliefs, worship, and morals to students, teachers, and their families.

The principal is actively involved in initiating and inviting committees and community representatives to attend regularly, so that they feel they have a responsibility in maintaining the Islamic atmosphere in the school. The involvement

of the committee, parents, and the community in recitation, prayer, and prayer together shows that there is a harmonious cooperative relationship between the school management and its social environment, which supports the realization of an educational atmosphere based on Islamic values.

Discussion

The Leadership of School Principals In Improving Teacher Performance is Reviewed From The Perspective Of Islamic Education Management

The impact on the school climate can be seen in increased intrinsic motivation of teachers, increased professional collaboration (e.g. the formation of working groups and the exchange of learning practices), and a decrease in conflict as decisions are perceived as more fair and transparent. Several studies have shown that the democratic leadership style of school principals has a positive and significant effect on teacher performance and a conducive learning atmosphere, because teachers are involved in the process of planning, implementing, and evaluating school programs. In addition, other research concludes that a leadership style that emphasizes leaders' exemplary and emotional involvement can increase motivation Work and performance of teachers in the school environment ¹⁸.

However, the effectiveness of this combination of styles is influenced by contextual factors: resource constraints, administrative burden of the head, and the presence of a small number of resistive staff can hinder full implementation. Previous research shows that the leadership style of school principals, especially democratic and innovative ones, has a positive and significant influence on teacher performance and learning atmosphere, so that the findings of this study can be seen as empirical confirmation in the school context as well as the learning atmosphere, so that the findings of this study can be seen as empirical confirmation in the school context ¹⁹.

The Influence Of The Principal's Leadership Style on Teacher Performance In The Aspects Of: Teaching, Discipline, And Responsibility.

¹⁸ Jery Yanuarlan, Aty Susanti, and Asep Iwa, "The Influence of Principals' Leadership Style and Motivation on Teacher Performance," *JiIP - Scientific Journal of Education* 6, no. 12 (December 1, 2023): 10043–49, <https://doi.org/10.54371/jiip.v6i12.2449>.

¹⁹ Aissah Qomaria Azis and Suwatno Suwatno, "The Influence of Principals' Leadership Style on Teacher Performance at SMK Negeri 11 Bandung," *Journal of Office Management Education* 4, no. 2 (July 1, 2019): 246, <https://doi.org/10.17509/jpm.v4i2.18020>.

The results of the study show that the dominant leadership style of school principals, namely exemplary style and democratic style, has a positive effect on teacher performance in the aspects of teaching, discipline, and responsibility. Theoretically, the leadership of the principal is an important factor in creating a productive work climate and encouraging teachers to achieve optimal results in the learning process. Previous research has also confirmed that the principal's leadership style has a significant influence on teacher performance, especially when the leader is able to combine assertiveness, exemplarity, and participation in decision-making.

In the teaching aspect, exemplary leadership style encourages teachers to display better learning performance because the principal sets a real example in terms of discipline, seriousness of work, and professionalism. When principals show a high commitment to the quality of education, teachers tend to be encouraged to prepare for learning more carefully, use varied methods, and be more serious in evaluate the learning process of students. These findings are in line with research that shows that the leadership of school principals has a significant effect on teacher performance, especially in improving the quality of the learning process and the effectiveness of teachers' work in schools²⁰.

The democratic style also strengthens teaching performance because it provides space for teachers to participate in learning planning, program development, and evaluation of school activities. In a participatory atmosphere, teachers feel valued as professionals so that intrinsic motivation to improve the quality of teaching arises. Previous research has shown that principals who adopt a democratic style give teachers the opportunity to be involved in decision-making, and this condition has a positive impact on overall teacher performance. Thus, the improvement of teaching performance is not only influenced by the supervision of the principal, but also by the active involvement of teachers in the school managerial process²¹.

²⁰ Tri Ari Werdiningsih, Ngurah Ayu Nyoman Murniati, and Soedjono Soedjono, "THE INFLUENCE OF INSTRUCTIONAL LEADERSHIP OF SCHOOL PRINCIPALS AND PROFESSIONAL COMPETENCE OF TEACHERS ON THE PERFORMANCE OF PUBLIC VOCATIONAL HIGH SCHOOL TEACHERS IN BATANG DISTRICT," *Journal of Education Management (JMP)* 11, no. 2 (November 24, 2022): 114–26, <https://doi.org/10.26877/jmp.v11i2.12448>.

²¹ Yanuarlan, Susanti, and Iwa, "The Influence of Principals' Leadership Style and Motivation on

In the aspect of discipline, the influence of exemplary style can be seen through the consistency of the principal in obeying the rules, being present on time, and carrying out his duties in an orderly manner. When the principal becomes a disciplined figure, teachers have a tendency to imitate the behavior because the leader serves as a normative model for the members of the organization. A number of studies show that the principal's democratic leadership style is positively and significantly related to teachers' work discipline, because work order is not only built through control, but also through example and habituation of a good work culture²².

In addition to example, the democratic aspect also contributes to teacher discipline because school rules are built through deliberation and mutual agreement. Teachers who are involved in the formulation of school rules and policies tend to have a higher level of acceptance of these rules, so compliance is not born from a sense of compulsion, but from a shared awareness. This condition shows that teachers' work discipline can be improved through leadership that is not only instructive, but also participatory. These results are consistent with the findings of other studies that state that the principal's democratic leadership style has a significant influence on teacher discipline and is associated with increased adherence to school rules²³.

In terms of responsibility, the democratic style has a great impact because teachers are given the opportunity to participate in decision-making and task sharing. This involvement fosters a sense of ownership of the school program, so that teachers are encouraged to fulfill their responsibilities more seriously, both in administrative tasks, student development, and the implementation of school activities. Previous research has shown that principals' leadership that provides

Teacher Performance."

²² Guntur Suprianto and Kabul Suprayitno, "THE INFLUENCE OF THE PRINCIPAL'S DEMOCRATIC LEADERSHIP STYLE ON TEACHER DISCIPLINE AT SMA MUHAMMADIYAH 2 SIDOARJO," *CREATIVE: Journal of the Study of Islamic Religious Education Thought* 20, no. 1 (January 30, 2022): 24–39, <https://doi.org/10.52266/kreatif.v20i1.1020>.

²³ Risma Niswaty Haedar Akib, Devi Natalia Sobon, "The Influence of the Principal's Democratic Leadership Style on Teacher Work Discipline in Postgraduate Programs, State University of Makassar The Influence of the Principal's Democratic Leadership Style on Teacher Work Discipline at SMA Negeri 8 Maros," *Japa* 6 (2022): 41–46, <https://knia.stialanbandung.ac.id/index.php/knia/article/view/659/pdf>.

space for participation is able to increase teachers' sense of responsibility and work commitment, as they feel they are an important part of the school's success²⁴.

Meanwhile, the example of the principal also strengthens the responsibility of teachers because leaders who show trust, consistency, and seriousness of work will become moral standards for teachers. Teachers who see the principal doing their job well tend to be encouraged to work more professionally and be responsible for the results of their work. In the context of Islamic education management, the example of leaders is very important because the values of trust, discipline, and responsibility are part of the work culture that must be built continuously. These findings are in line with research that shows that the leadership style of school principals has a positive effect on teacher performance and the quality of task implementation in schools ²⁵.

Overall, the results of this study show that the combination of exemplary and democratic styles produces a mutually reinforcing influence on teacher performance. The exemplary style builds examples of behavior that are worthy of emulation, while the democratic style builds participation, belonging, and mutual commitment. Both create a conducive work environment, encourage improvement in teaching quality, strengthen work discipline, and foster teachers' professional responsibility. Therefore, this kind of leadership style of school principals is worthy of being maintained and developed because it is proven to support the improvement of teacher performance more comprehensively.

Effective Leadership Strategies in Integrating Islamic Values Into School Management Practices

These results show that school principals use religious-based routine activities as a leadership strategy to integrate Islamic values into school life. Recital, prayer, and joint prayer not only function as worship, but also as a medium for habituating tawadhu, ukhuwah, cooperation, and gratitude, which supports the formation of the religious character of students and their families ²⁶.

²⁴ Maya Trisia Wardani, "The Leadership Style of School Principals in Improving the Performance of Teachers and Education Personnel at SMPN 38 Bandar Lampung," *Journal of Tarbiyah Science* 2, no. 2 (2023): 47–64, <https://doi.org/https://doi.org/10.566237/jit.v2i2.55>.

²⁵ Amin Harahap Khairunnisa, Nurfarhana Fatin, Nadra Auliah, "The Leadership Role of School Principals in Improving Teacher Performance," *Journal of Innovative and Creativity* 6, no. 1 (2026): 2962–66, <https://joecy.org/index.php/joecy/article/download/6851/5552/20651>.

²⁶ Warsito Hadi, "Internalization of Religious Values through Islamic Spiritual Extracurricular

Several studies on Islamic values-based education explain that routine religious activities in schools are able to strengthen religious dimensions, such as faith, worship, and morals, because they occur repeatedly in the context of a structured community (school, family, and community). On the other hand, the involvement of school committees and parents in religious activities has been proven to support the strengthening of Islamic education, both through planning, support of facilities, and supervision of Islamic activities, so that Islamic values are not only limited to the teaching and learning process, but also spread to the realm of the family and social environment.²⁷ Thus, the practice of school principals who build good relationships with the committee, parents, and the community through routine activities of recitation, prayer, and joint prayer can be understood as a form of leadership based on Islamic values that is able to strengthen the Islamic school culture and expand the scope of character education beyond formal lesson hours.

CONCLUSION

The study concludes that the principal of MTs Unggulan ALBahroin demonstrates effective leadership through a combination of exemplary and democratic leadership styles. By modeling professionalism, discipline, and responsibility, the principal serves as a role model for teachers and students. At the same time, teachers are actively involved in decision-making processes through discussions, forums, and teamwork, fostering collaboration, motivation, and a stronger sense of responsibility. This leadership approach has positively influenced teacher performance, particularly in teaching quality, discipline, commitment, and accountability. The findings also show that the integration of Islamic values into school management is effectively achieved through religious-based activities involving teachers, students, parents, school committees, and the wider community. Activities such as recitations, prayers, and religious gatherings promote values such as humility (tawadhu), brotherhood (ukhuwah), cooperation, and gratitude. These practices strengthen the Islamic school culture and extend character education

Activities at SMP Negeri 47 Surabaya," *EL-BANAT: Journal of Islamic Thought and Education* 10, no. 2 (December 29, 2020): 189–208, <https://doi.org/10.54180/elbanat.2020.10.2.189-208>.

²⁷ Makhdar Alfian, Mhd Amin Hasibuan, and Ratonggi Ratonggi, "The Role of School Committees in Improving Islamic Religious Education at SMP Negeri 3 Sipirok, Sipirok District, South Tapanuli Regency," *Wathan: Journal of Social Sciences and Humanities* 1, no. 3 (2024): 219–36, <https://doi.org/10.71153/wathan.v1i3.116>.

beyond the classroom. Overall, the study highlights that leadership grounded in Islamic values, exemplarity, and participation is an effective strategy for improving teacher performance and fostering a religiously oriented school environment.

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