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# The Role Of Leadership Policy In Improving Student Achievement To Strengthen Human Resources In Education At Madrasah Aliyah Negeri Insan Cendekia Ogan Komering Ilir, South Sumatra.

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**Abstract**

*This study aims to analyze the role of leadership policies in improving student achievement and strengthening educational human resources at Madrasah Aliyah Negeri Insan Cendekia Ogan Komering Ilir. The study employed a descriptive qualitative approach, using observation, in-depth interviews, and documentation. The research subjects included the principal, vice principals, teachers, and educational personnel. Data were analyzed through data collection, data condensation, data presentation, and conclusion drawing and verification. The findings indicate that leadership policies were implemented systematically and sustainably through student potential mapping, academic and non-academic development programs, competition participation, mentoring, motivation, and periodic evaluation. Implementation involved coordination among school leaders, teachers, homeroom teachers, guidance counselors, and activity supervisors. Teacher and staff competencies were strengthened through training, workshops, seminars, subject teacher forums (MGMP), and academic supervision. These policies contributed to improved student achievement, graduate quality, further education opportunities, educational human resources, and the madrasah's quality culture. However, implementation faced challenges, including limited personnel, mentoring time, funding, varying student abilities and motivation, teachers' workloads, and coordination issues. These obstacles were addressed*



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*through periodic evaluation, schedule adjustments, additional guidance, competency development, and improved facilities. Theoretically, this study contributes to educational leadership and management research. Practically, its findings provide guidance for developing effective, systematic, and sustainable policies to improve student achievement and educational quality.*

**Keywords: Leadership Policy, Student Achievement, Human Resources in Education, MAN Insan Cendekia Ogan Komering Ilir.**

## INTRODUCTION

Education in Indonesia serves as a strategic instrument for developing knowledgeable, ethical, competitive, and adaptable human resources capable of responding to global challenges. Guided by Pancasila and the 1945 Constitution, the national education system emphasizes equitable access, educational quality, relevance, character development, and the strengthening of students' competencies (Supardi et al., 2025; Widiastuti et al., 2024). Educational development also prioritizes literacy, numeracy, and 21st-century skills as essential foundations for improving learning outcomes and preparing students for future challenges (Nadifa & Zulvani, 2024; Tanjung, 2024). Under Law No. 20 of 2003 concerning the National Education System, formal education encompasses primary, secondary, and higher education. Within this framework, madrasahs constitute an integral part of Indonesia's national education system, distinguished by their integration of Islamic values, religious education, moral development, and academic learning (Atfaliyah & Wasehudin., 2026; Linaci et al., 2024). This integration reinforces the role of madrasahs in developing students who demonstrate academic competence, strong character, and religious values while contributing to broader national educational objectives.

Madrasah Aliyah Negeri Insan Cendekia (MAN IC) originated from the vision of Prof. Dr. Ing. B.J. Habibie to integrate Islamic religious education with science and technology. This vision led to the establishment of the Science and Technology Equity Program (STEP), which sought to strengthen the relationship between scientific development and education in Islamic boarding schools. In 1996, STEP became associated with Insan Cendekia schools in Serpong, Banten, and Gorontalo. In 2000, management responsibility was transferred from the Agency for the Assessment and Application of Technology (BPPT) to the Ministry of Religious Affairs, resulting in the transition from SMU Insan Cendekia to MAN Insan Cendekia. According to the Ministry of



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Religious Affairs of the Republic of Indonesia (Kemenag. RI, 2019), MAN IC integrates Islamic education with science and technology in a balanced manner. Its educational programs include olympiad coaching, Qur'an memorization, religious discussions, research activities, language clubs, arts, sports, and other extracurricular activities (icp.sch.id).

MAN IC has expanded to 25 institutions across Indonesia under the Ministry of Religious Affairs, serving as a model for developing academically accomplished students with strong Islamic values and character (Kemenag. RI, 2026). MAN IC Ogan Komering Ilir (MAN IC OKI), located in South Sumatra, emphasizes the integration of general and religious education, science, technology, and religious moderation. Its educational system combines boarding-school learning, academic development, discipline, and religious character formation. Nationally competitive student selection, professional educators, an adaptive curriculum, and talent-development programs support its efforts to create an academically competitive and well-rounded learning environment.

Leadership plays a strategic role in determining the success of educational management at MAN IC OKI. The principal is responsible for formulating policies, managing resources, strengthening curriculum implementation, developing teacher competencies, and establishing a culture of academic excellence and character development. Leadership policies generally focus on integrated management, boarding-school education, research culture, science olympiad preparation, value-based education, and collaboration among teachers, educational personnel, students, and other stakeholders. Nevertheless, challenges remain, including the implementation of policies that has not been fully optimized, students' demanding academic and non-academic workloads, adaptation to educational technology, consistency in character development, and the management of professional and ethical human resources.

Student achievement data for 2025 demonstrate the madrasah's participation in various competitive fields. A total of 103 students participated in science competitions, including the National Science Olympiad (OSN) and Madrasah Science Competition (KSM) (28 students); research and innovation (20); arts and literacy (15); sports competitions, including O2SN (12); technology and digital innovation (10); and religious competitions (18). Their reported achievements included medals, championship positions, national-level finalist placements, and awards in scientific research, information technology, sports, arts, and religious activities. These figures indicate the breadth of student development across academic and non-academic fields. However, the reported participation figures alone do not establish a causal relationship between


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leadership policies and achievement; further analysis is required to understand how management practices contribute to these outcomes.

The selection of MAN IC OKI as the research site is based on its distinctive institutional characteristics, including its boarding-school system, national student selection, integration of Islamic education with science and technology, and demonstrated student achievements outside Java. Its institutional foundation includes Minister of Religious Affairs Decree No. 744 of 2017 concerning the establishment of MAN IC and Decree No. 888 of 2019, which amended the earlier decree. These characteristics provide a relevant context for examining how leadership policies are translated into programs, resource coordination, student mentoring, and learning-environment management. Overall, MAN IC OKI represents an important setting for investigating the relationship between leadership policies, student achievement, and the strengthening of educational human resources, particularly in developing graduates who are intellectually capable, spiritually grounded, professionally prepared, and competitive at the national level (Taufik, 2022).

**Table 1. Number of Students and Student Percentages of MAN Insan Cendekia OKI**

| No | Types of Performance | Number of Students | Performance |
|---|---|---|---|
| 1 | Sains (OSN, KSM) | 28 students | Gold, silver, bronze medals, national finalists |
| 2 | Research & Innovation | 20 students | 1st, 2nd, 3rd place; gold and silver medals |
| 3 | Seni & Literasi | 15 students | Winner of the national art, poetry, and literacy competition |
| 4 | Sports (O2SN) | 12 students | 1st, 2nd, 3rd place at the national level |
| 5 | Digital Technology & Innovation | 10 students | Champion of IT and digital innovation competition |
| 6 | Religious & Madrasah Competition | 18 students | Champion of MTQ, speech, and religious competition |


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| | | | |
|---|---|---|---|
| | Total | 103 studens | Contributed to hundreds of national achievements |

Source : Processed by researchers 2026

## RESEARCH METHODOLOGY

This study employs a descriptive qualitative approach to explore the role of the principal's leadership policies, policy implementation, and supporting and inhibiting factors in improving student achievement at Madrasah Aliyah Negeri Insan Cendekia Ogan Komering Ilir, focusing on processes, meanings, and dynamics in the school's natural context rather than hypothesis testing or statistical relationships, consistent with Sugiyono (2022) view of qualitative research as emphasizing meaning over generalization and Hadiningrat et al. (2025) perspective of understanding phenomena holistically through descriptive data and participants' perspectives.

Data analysis is a systematic process of organizing, categorizing, synthesizing, identifying patterns, and interpreting collected data to align research findings with the research problems (Sugiyono, 2022). This study applies the Miles and Huberman model, as cited in Sugiyono (2022), comprising data collection, data condensation, data display, and conclusion drawing, using six analytical categories: needs/problem identification, policy formulation, policy determination, policy implementation, monitoring and evaluation, and follow-up/improvement; findings are compared across informants and triangulated with observational and documentary evidence to identify consistencies, differences, and emerging patterns.

## RESULTS

### Data Processing Results

Data processing in this qualitative study on the role of leadership policies in improving student achievement and strengthening educational human resources at Madrasah Aliyah Negeri Insan Cendekia Ogan Komering Ilir, South Sumatra, is conducted systematically using data obtained through interviews with the principal, vice principals, teachers, and educational staff, as well as observations and documentation of school policies, work programs, student development activities, staff competency development, student achievements, and school activities, to develop a comprehensive understanding of leadership policies, program implementation, human resource development, and the supporting and inhibiting factors influencing policy implementation.


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***A. Leadership policy in improving student achievement as an effort to strengthen human resources in the field of education at Madrasah Aliyah Negeri Insan Cendekia Ogan Komering Ilir***

The findings reveal that leadership policies at Madrasah Aliyah Negeri Insan Cendekia Ogan Komering Ilir (MAN IC OKI) are implemented through systematic strategies to improve student achievement and strengthen educational human resources. These strategies include identifying students' talents and interests, conducting internal selections, requiring students to participate in at least one competition per semester, providing additional lessons in priority subjects, and organizing academic and non-academic coaching programs. The principal also supports teachers through professional development, training, academic supervision, and the provision of appropriate learning facilities. In addition, guidance and counseling services help identify students' potential, strengthen their motivation, and provide psychological support. These initiatives are implemented collaboratively by the principal, vice principals, teachers, counselors, extracurricular coaches, and educational staff to ensure that student development programs align with individual abilities and the madrasah's educational objectives.

The implementation process involves planning, coordination, coaching, monitoring, and evaluation. Programs are developed by identifying students' needs and potential, assigning responsibilities to relevant personnel, and providing opportunities for participation in classroom learning, extracurricular activities, and academic competitions. Specialized programs, including Tahfiz, Tahsin, and intensive preparation for academic competitions, further support students' academic development and character formation. The madrasah also conducts regular coordination meetings, provides training for teachers and educational staff, and establishes clear work targets to improve organizational performance. However, implementation faces several challenges, including shortages of teachers and educational personnel, limited professional training opportunities, insufficient funding for competition participation, heavy teacher workloads, administrative burdens, communication gaps, differences in students' interests and motivation, and limited time for additional coaching. These challenges require improved coordination, more flexible scheduling, adequate resources, and continuous professional development.

Despite these challenges, the findings indicate that the leadership strategies have contributed to improvements in student achievement and the quality of educational services at MAN IC OKI. The principal reported that student achievement had increased significantly,


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reaching a reported increase of up to 400%, while other informants observed annual improvements in academic and non-academic accomplishments. The reported outcomes include increased participation and success in competitions, stronger learning motivation, improved student confidence, and greater opportunities for admission to public universities and other leading higher education institutions. The findings also suggest that effective leadership strengthens teacher professionalism, teamwork, and the development of a positive and competitive learning environment. Overall, the success of these policies depends on collaborative leadership, targeted student development, continuous monitoring and evaluation, and sustained support for teachers and educational personnel to improve student achievement and strengthen educational human resources.

### *B. Leadership policies in improving student achievement as an effort to strengthen human resources in the field of education at Madrasah Aliyah Negeri Insan Cendekia Ogan Komering Ilir*

The findings indicate that the leadership of Madrasah Aliyah Negeri Insan Cendekia Ogan Komering Ilir (MAN IC OKI) implements policies to improve student achievement and strengthen educational human resources through structured programs, professional development, and effective communication. According to the principal, students are permitted to participate in online and offline training, teachers are encouraged to attend professional development activities, and essential learning materials are prioritized to optimize classroom instruction. The vice principal, emphasized that these policies are communicated through leadership meetings, teacher and educational staff meetings, coordination with homeroom teachers and extracurricular coaches, and direct guidance to students. The madrasah also implements specialized Islamic education programs, including Tahfiz, Tahsin, and intensive religious programs, to support students' academic development, character formation, and overall achievement.

The implementation of these policies is supported by qualified teaching and educational personnel, adequate learning facilities, and continuous teacher development. Available facilities include classrooms, laboratories, libraries, sports facilities, information technology, and extracurricular learning resources tailored to students' interests and competencies. Teachers are encouraged to participate in training, workshops, seminars, webinars, subject-teacher forums, and technical guidance programs for academic competitions, while academic supervision and


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feedback are provided to improve instructional quality. Information technology is integrated into daily learning activities to promote more effective and innovative teaching. However, the principal reported that funding remains a significant challenge because budget allocations from the national government have been insufficient in recent years, requiring alternative funding support for certain student achievement programs. Despite this limitation, informants generally considered the provision of facilities, staff development, and institutional support to be satisfactory.

Policy implementation is evaluated regularly, particularly at the end of each semester, through collaboration among the principal, vice principals, teachers, student development coordinators, and the quality assurance team. The evaluation considers student learning outcomes, program implementation, service effectiveness, administrative performance, and stakeholder satisfaction, including feedback from students, parents, and staff. According to the informants, evaluation findings are used to identify obstacles and improve program effectiveness through adjustments to coaching schedules, additional mentoring, more intensive training, teacher competency development, improvements in facilities, and proposals for additional funding. Follow-up measures also include recognizing student and teacher achievements through rewards and appreciation. Overall, the findings suggest that the leadership's commitment to clear policy communication, adequate educational facilities, professional development, collaborative evaluation, and continuous improvement provides an important foundation for enhancing student achievement and strengthening educational human resources at MAN IC OKI.

### *C. Student Achievement Outcomes Following the Implementation of Leadership Strategies and Policies at Madrasah Aliyah Negeri Insan Cendekia Ogan Komering Ilir*

The findings indicate that student achievement at Madrasah Aliyah Negeri Insan Cendekia Ogan Komering Ilir (MAN IC OKI) has improved significantly following the implementation of leadership strategies and policies. According to the principal, student achievement increased by up to 400%, while other informants reported consistent annual improvements in academic and non-academic performance. These improvements are reflected in higher academic scores, increased student participation and success in the National Science Olympiad (OSN) and other competitions, more awards at regional, national, and international levels, and higher admission rates to public universities and leading international institutions. The principal and teachers identified several indicators of success, including the number of medals and awards received,


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student participation in competitions, university admission rates, and the development of innovative teaching practices. In addition, students have demonstrated stronger intrinsic motivation, greater confidence, and a healthier competitive spirit, shifting from studying merely out of obligation to pursuing achievement and contributing to the reputation of their madrasah.

Furthermore, the implementation of these strategies has contributed to improved graduate quality, enhanced learning processes, and stronger educational human resources. Informants reported an increase in university applications, scholarship opportunities, institutional partnerships, and the madrasah's recognition at national and international levels. Structured coaching, teacher mentoring, appreciation for student achievements, and continuous professional development have encouraged students to develop their potential while enabling teachers to improve their competencies and teaching practices. The policies have also strengthened teamwork among educational personnel, clarified organizational targets, and fostered a positive learning environment characterized by quality improvement, active student participation, and character development. Overall, the findings suggest that consistent leadership, effective student development programs, and ongoing evaluation have played an important role in improving student achievement and supporting the sustainable enhancement of educational quality at MAN IC OKI.

**Data Analysis Results**

Data analysis results are an essential component of the overall scientific research process. Conceptually, data analysis results represent the final output of the processes of processing, organizing, and interpreting data collected through various data collection techniques, such as observation, interviews, questionnaires, and documentation. Initially collected as raw data, the information is processed through specific methodological procedures to produce meaningful, systematic findings that can be scientifically justified and accounted for.

***A. Identify Needs and Problems***

The data indicate that policy needs are identified based on students' conditions and potential, particularly their diverse talents and interests, the need for achievement coaching, teacher competency development, and adequate facilities and infrastructure. The principal stated that internal student selection is conducted according to individual talents and that students are required to participate in competitions. The Guidance and Counseling teacher also


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highlighted the mapping of students' interests and talents, as well as screening activities at the beginning of the academic year. These findings indicate that needs identification serves as the foundation for school leaders in determining appropriate coaching programs and the necessary support.

### *B. Policy Formulation and Determination*

At the formulation and determination stages, policies are translated into concrete decisions, including providing students with opportunities to participate in training, allowing teachers to attend professional development programs, selecting essential learning materials to streamline classroom instruction, organizing coaching programs, and supporting participation in competitions. The vice principal explained that these policies are communicated through leadership meetings, meetings with teachers and educational staff, coordination with homeroom teachers and student activity coaches, and guidance sessions for students. These findings indicate that policies are not merely decisions made by the principal but are also communicated to establish a shared basis for collective action.

### *C. Policy Implementation*

Policy implementation is reflected in teaching and learning activities, extracurricular coaching, regular training, mentoring, motivation, competitions, talent mapping, and the professional development of teachers and educational staff. The vice principal described the implementation process as involving planning, organization and coordination, followed by the execution of coaching programs. Guidance and Counseling teachers conduct student talent mapping and provide mentoring, while teachers deliver instruction supported by technology, project-based learning, academic supervision, and mentoring for KSM/OSN competitions. Thus, leadership policies are translated into operational activities through the collaborative efforts of various elements within the madrasah.

Implementation also involves the management and development of educational human resources. Teachers are given opportunities to participate in training programs, workshops, seminars, professional development courses, subject-teacher forums (MGMP), KSM/OSN technical guidance, academic supervision, and feedback sessions. Infrastructure support includes classrooms, laboratories, libraries, sports facilities, technological equipment, and extracurricular facilities. However, the data also reveal several constraints, including insufficient funding,


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shortages of teachers and educational staff, limited training opportunities, heavy teacher workloads, limited time for student coaching, differences in students' abilities and motivation, limited Guidance and Counseling services, and communication gaps. These challenges indicate that policy implementation is influenced by the availability of resources and the capacity for effective coordination.

### *D. Monitoring and Evaluation*

Monitoring and evaluation are conducted through evaluation meetings, coordination between leadership and program implementers, monitoring of student progress, and periodic assessments. Data from the Information and Communication Technology (ICT) teacher indicate that monitoring is carried out daily through routine activities, weekly through teacher meetings, and monthly through leadership supervision. The principal stated that evaluations are conducted regularly at the end of each semester. The evaluation results are used to adjust schedules, increase training intensity, provide additional mentoring, strengthen student motivation, improve coaches' competencies, adjust facilities and infrastructure, and propose additional budgetary support.

### E. Policy Follow-up and Improvement

The findings indicate that evaluation results are used as the basis for follow-up actions rather than merely serving as an assessment. The follow-up measures identified by the informants include additional coaching, supplementary training, recognition and appreciation, flexible scheduling, program adjustments, strengthening coaches' competencies, and proposals for additional budgetary support. Thus, leadership policies at the madrasah demonstrate a cyclical process: needs identification → policy formulation and determination → implementation → monitoring and evaluation → follow-up and improvement.

### F. Visible Results from Policy Implementation

The informants' data indicate improvements in academic and non-academic achievement, learning motivation, participation in competitions, the number of awards, university admission rates, and teachers' professional development. The principal reported that student achievement increased by as much as 400%; however, this figure represents the informant's statement and should be treated as a perceived outcome unless supported by


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comparative documentary evidence. The ICT teacher also reported higher academic scores, an increase in students qualifying for the National Science Olympiad (OSN), greater university admission rates, and achievements at both national and international levels. These findings indicate a positive trend as perceived by the informants, although the extent of quantitative change should be interpreted in accordance with the available documentary evidence.

The success indicators identified by the informants include academic and non-academic achievements, the number of medals, trophies, and certificates, academic scores, competition participation, university admissions, graduate quality, teaching quality, learning culture, students' intrinsic motivation, and improvements in teacher competence. Overall, the analysis indicates that leadership policies function as a mechanism for directing and integrating the madrasah's resources through leadership decisions, coordination among implementers, teacher professional development, student coaching, facility provision, monitoring and evaluation, and follow-up actions. The relationship between leadership policies and student achievement is therefore understood as a process-based relationship derived from qualitative findings rather than a causal relationship tested statistically.

## DISCUSSIONS

Based on the research findings obtained through interviews with the principal, vice principal, teachers, and educational staff at Madrasah Aliyah Negeri Insan Cendekia Ogan Komering Ilir, this discussion aims to explain the significance of the findings in light of the leadership policy concepts developed in Chapter II. Therefore, the discussion does not treat "strategy" as an independent focus; instead, it interprets the strategies or implementation approaches identified in the data as part of policy implementation. The discussion also examines the relationship between leadership policies, the management of educational human resources, and the development of student achievement.

### Leadership Policy as a Process, Not Just a Decision

The research findings indicate that leadership policies at MAN Insan Cendekia Ogan Komering Ilir extend beyond decisions made by the principal. These policies emerge as a series of interconnected processes, beginning with identifying the needs of students and the madrasah, establishing directions and programs, communicating decisions, implementing programs, conducting monitoring and evaluation, and using evaluation results to make improvements.


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These findings reinforce the understanding developed in Chapter II that leadership policies should be viewed in terms of the interconnectedness between decision-making and organizational actions.

**Student Potential-Based Policy**

The policies on internal selection, interest and talent mapping, beginning-of-year screening, student coaching, and opportunities to participate in competitions demonstrate efforts to tailor programs to students' individual characteristics. Data from the guidance counselor and vice principal indicate that potential mapping is used to determine appropriate forms of coaching. From a managerial perspective, these policies reduce the use of a uniform approach and provide students with opportunities to develop according to their respective potentials.

**Educational Human Resources Development Policy as a Achievement Support**

The findings regarding training, workshops, seminars, Subject Teacher Working Groups (MGMP), technical guidance, academic supervision, and feedback indicate that student achievement policies are implemented alongside teacher development policies. This is important because student achievement, as reflected in the research data, is not viewed solely as the result of students' abilities but is also associated with the capacity of educators, student coaches, and educational staff responsible for implementing the programs. Thus, strengthening educational human resources serves as a supporting mechanism for policy implementation.

**Policy Implementation through Coordination and Role Allocation**

The principal serves as the policy director and decision-maker; the vice principal coordinates implementation; teachers and coaches carry out teaching and student development activities; the guidance counselor maps students' potential and provides support; while educational staff assist with administrative and operational tasks. This division of roles demonstrates that policy implementation is a collective process. Challenges such as miscommunication and teachers' workloads further highlight the importance of coordination as a key factor in successful policy implementation.


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**Monitoring, Evaluation, and Improvement as a Policy Cycle**

The research data indicate that monitoring and evaluation are conducted at various intervals, ranging from activity monitoring and teacher meetings to supervision and end-of-semester evaluations. More importantly, the evaluation results are used to adjust programs, schedules, student coaching, coach competencies, facilities, and budgetary support. These findings demonstrate that leadership policies operate as an adaptive cycle. This cycle can be formulated as follows: needs identification → policy formulation/adoption → implementation → monitoring/evaluation → follow-up actions → identification of subsequent needs.

**Student Leadership and Achievement Policy**

The informants consistently described positive developments in student achievement following the implementation of coaching programs. The indicators mentioned included academic grades, Olympiad achievements, medals and awards, admission to public universities (PTNs), and non-academic accomplishments. In addition, reported changes included improvements in motivation, self-confidence, and healthy competition among students. In this qualitative study, these findings indicate a process-based relationship between policy implementation and the development of student achievement; however, they are not intended to establish statistical causality.

**Implications for Strengthening Human Resources in the Education Sector**

The strengthening of educational human resources is reflected in increased opportunities for teachers to participate in professional development, supervision, and feedback, as well as in cross-functional coordination and the distribution of coaching responsibilities. Achievement-oriented policies also provide opportunities to develop the capacities of teachers and educational staff, as they are required to design, implement, support, monitor, and evaluate programs. Thus, in the context of this study, student achievement and the strengthening of educational human resources are interconnected within an integrated madrasah management ecosystem.

**Leadership Policy Implementation Models Found**

Based on the synthesis of the findings, the leadership policy implementation pattern at MAN Insan Cendekia Ogan Komering Ilir can be formulated into six components: (1) mapping needs and potential; (2) establishing policies and program priorities; (3) organizing resources and


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allocating roles; (4) providing student coaching and mentoring, as well as developing educators' competencies; (5) monitoring and evaluation; and (6) follow-up actions and improvements. This cycle produces two interrelated outcomes: the development of student achievement and the strengthening of educational human resource capacity.

This model represents a synthesis of the research data rather than a causal model tested quantitatively. Therefore, it is used to explain the process patterns identified in the field and may serve as a basis for educational management recommendations while taking into account the specific context of MAN Insan Cendekia Ogan Komering Ilir.

## CONCLUSION

The findings of the study on the role of leadership policies in improving student achievement and strengthening educational human resources at Madrasah Aliyah Negeri Insan Cendekia Ogan Komering Ilir indicate that leadership policies operate as an integrated process involving needs identification, policy formulation and adoption, implementation, monitoring and evaluation, and follow-up actions. These policies extend beyond decisions made by the principal and are implemented through coordination and role allocation among the principal, vice principal, teachers, guidance counselors, activity coaches, and educational staff.

Leadership policies to improve student achievement are implemented through student potential, interest, and talent mapping; internal selection; academic and non-academic coaching; training and competition opportunities; mentoring; motivation and appreciation; and adequate facilities and infrastructure. At the same time, educational human resources are strengthened through teacher training, workshops, seminars, Subject Teacher Working Groups (MGMP), technical guidance, academic supervision, and feedback. Supporting factors include leadership support, coordination, staff involvement, facilities, professional development, and student participation. However, implementation faces challenges such as limited teaching and educational staff, insufficient training and funding, differences in student abilities and motivation, limited coaching time and guidance counseling services, teachers' workloads, and miscommunication.

Monitoring and evaluation serve as essential components of the policy cycle, enabling adjustments to schedules, coaching intensity, mentoring, coach competencies, facilities, and budgetary support. Informants reported positive developments in academic and non-academic achievement, learning motivation, competition participation, awards, university admissions,


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teacher professionalism, and quality-oriented learning culture. The principal's reported increase in student achievement of up to 400% should be treated as an informant's statement unless verified through comparative documentary evidence. Overall, the study identifies a process-based relationship between leadership policy implementation, educational human resource development, student coaching, and student achievement, without claiming statistically established causality. The resulting implementation model consists of needs and potential mapping → policy and priority setting → resource organization → student coaching and human resource development → monitoring and evaluation → follow-up and improvement.

**RECOMMENDATION**

Based on the research conclusions, the principal of Madrasah Aliyah Negeri Insan Cendekia Ogan Komering Ilir is advised to strengthen the data-driven policy cycle, encompassing student needs and potential mapping, priority setting, role allocation, implementation, monitoring and evaluation, and follow-up actions. Each major policy should have clearly documented objectives, responsibilities, schedules, resources, success indicators, and evaluation mechanisms. The principal should also improve achievement documentation and conduct periodic comparisons to ensure that progress is measured objectively, while addressing limitations in staffing, training, and funding. Teachers and educational staff should strengthen coordination in student development, mentoring, monitoring, and reporting, while pursuing continuous professional development aligned with actual teaching and student achievement needs.

Students are encouraged to make responsible use of the madrasah's coaching programs, guidance services, extracurricular activities, training, and competition opportunities to develop their academic and non-academic potential. Achievement development should be balanced with character formation, discipline, religious activities, health, and social well-being. Educational policymakers, particularly those responsible for madrasahs under the Ministry of Religious Affairs, should consider strengthening support for leading madrasahs through professional development, student coaching, facilities, infrastructure, and competition funding, according to their respective authority and institutional context.

Future researchers are encouraged to expand the study to other MAN Insan Cendekia schools across different provinces to examine variations in leadership policy implementation. Quantitative or mixed-methods approaches could be used to measure the relationships among


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leadership policies, teacher competence, organizational culture, and student achievement. Further research could also examine the six-stage policy implementation pattern identified in this study. These recommendations are expected to benefit not only MAN Insan Cendekia Ogan Komering Ilir but also the broader development of leadership policies and educational management in other leading madrasahs and schools.

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