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The Performance Of The Principal In Improving Educational Quality At Madrasah Tsanawiyah Negeri 1 Batam

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Abstract

This study examines the performance of the principal of State Islamic Junior High School 1 Batam in improving educational quality. It focuses on leadership performance, quality improvement strategies, supporting and inhibiting factors, and performance evaluation. This research employed a qualitative field research approach. Data were collected through interviews, observations, and documentation, involving the principal and the vice principal for curriculum affairs as primary sources. The findings reveal that the principal performs leadership and managerial functions through institutional planning, educational innovation, resource management, and academic supervision. Quality improvement strategies include the Cambridge International Program, Ma'had Al Manar, teacher development through In-House Training (IHT), and the integration of digital technology into learning and administrative services. Islamic character development is also strengthened through the establishment of a religious school culture. Supporting factors include the principal's leadership experience, qualified teachers, adequate facilities, government funding, and stakeholder cooperation. Meanwhile, communication challenges with some parents and traffic congestion around the school constitute external obstacles. Performance evaluation covers four components: school development, managerial responsibilities, entrepreneurship, and supervision of teachers and educational staff.

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The study concludes that professional, collaborative, and innovative leadership plays an important role in fostering sustainable improvements in the quality of Islamic education.

Keywords: Principal's Performance, Educational Quality, Islamic Junior High School, Educational Leadership.

INTRODUCTION

Education plays a fundamental role in developing human potential, shaping individual character, and preparing future generations to contribute meaningfully to society. In contemporary educational systems, the concept of educational quality extends beyond the achievement of academic standards to encompass the development of knowledge, competencies, values, and the capacity to respond to social and technological changes. The improvement of educational quality therefore requires a comprehensive and collaborative effort involving educational institutions, school leaders, teachers, parents, government authorities, and the wider community. UNESCO emphasizes that accountability in education involves multiple stakeholders who share responsibilities for ensuring that educational systems provide inclusive, equitable, and quality learning opportunities.(UNESCO, 2023) This perspective highlights that educational quality cannot be achieved solely through government policies or institutional regulations; rather, it depends on the effective coordination and commitment of all stakeholders involved in the educational process.

In the context of Islamic education, quality improvement has an additional dimension because educational institutions are expected to integrate academic excellence with Islamic values and character development. Islamic educational institutions must respond to globalization, modernization, digital transformation, and increasingly competitive educational environments without losing their religious identity and foundational principles. Strategic management consequently becomes an important instrument for ensuring institutional sustainability, strengthening organizational capacity, and aligning educational programs with institutional objectives. Maisah explains that strategic management in Islamic education involves the formulation and implementation of institutional strategies directed toward achieving educational goals through the effective utilization of organizational resources.(Maisah, 2016) Similarly, Khori emphasizes that strategic management provides a framework for developing the quality of Islamic education by integrating educational objectives, institutional resources, and

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Islamic values into the management process.(Khori, 2016) Accordingly, Islamic educational institutions need to develop adaptive and contextually relevant strategies that enable them to maintain their identity while responding to contemporary educational demands.

Islam provides guidance on how individuals should perform their deeds and carry out their work, as stated in Surah At Tawbah [9] part 105 :

وَقُلِ اعْمَلُوا فَسَيَرَى اللَّهُ عَمَلَكُمْ وَرَسُولُهُ وَالْمُؤْمِنُونَ

Meaning: “And say, ‘Do [as you will], for Allah will see your deeds, and so will His Messenger and the believers.’” (RI, 2019)

This verse emphasizes the importance of tangible deeds and work that can be held accountable. In the context of madrasah leadership, the principal is expected to translate the institutional vision into concrete programs, perform responsibilities consistently, monitor outcomes, and address shortcomings as part of continuous efforts to improve educational quality.

Furthermore, the Prophet Muhammad (peace be upon him) provides guidance concerning the importance of competence in carrying out a position or entrusted responsibility, as stated in the following hadith:

إِذَا وُسِّدَ الْأَمْرُ إِلَى غَيْرِ أَهْلِهِ فَانْتَظِرِ السَّاعَةَ

Meaning: “When authority is entrusted to those who are not qualified for it, then await the Hour.”(Al-Bukhari, 1997)

The underlying principle of this hadith highlights that madrasah management requires the assignment of responsibilities based on competence, the selection of appropriate personnel, and decision-making that prioritizes educational interests.

Madrasahs occupy a distinctive position within the Indonesian national education system because they integrate general education with Islamic religious instruction. Their educational responsibilities are therefore multidimensional, encompassing intellectual development, moral formation, spiritual awareness, social responsibility, and the cultivation of students' competencies. The quality of a madrasah should not be evaluated exclusively through examination results or academic achievements but also through its ability to nurture students who demonstrate good character, religious commitment, independent thinking, and adaptability to social developments. This broader understanding of quality requires madrasah management to establish an educational environment in which academic learning and Islamic character formation reinforce one another. In this regard, the development of a competitive madrasah

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should not be interpreted merely as an effort to outperform other institutions, but as a continuous process of improving educational services while maintaining the distinctive values of Islamic education. Research on madrasah competitiveness has also identified principal leadership, learning innovation, teacher quality, and adequate educational facilities as important elements in institutional improvement.(Tholkhah, 2016)

Within this institutional framework, the principal plays a strategic role in directing, coordinating, and developing the resources available to the madrasah. The principal's responsibilities extend beyond administrative management to include institutional leadership, educational planning, teacher development, academic supervision, resource allocation, innovation, stakeholder engagement, and performance evaluation. Mulyasa explains that effective school leadership is closely related to the principal's ability to manage institutional components, develop an effective school environment, strengthen organizational culture, and implement strategies for improving educational quality.(Mulyasa, 2016) In the Indonesian madrasah context, the regulatory framework concerning madrasah principals is established through the Minister of Religious Affairs Regulation No. 58 of 2017, as amended by Regulation No. 24 of 2018. These regulations provide an institutional basis for the appointment, responsibilities, and management of madrasah principals.(Liebowitz & Porter, 2019) Thus, the principal's performance should be understood as a combination of leadership capacity, managerial competence, instructional guidance, and the ability to translate institutional objectives into measurable educational improvements.

The relationship between principal leadership and educational quality has also received considerable attention in contemporary educational research. Liebowitz and Porter, through a systematic review and meta-analysis of empirical studies, demonstrate that principal behaviors are associated with several important educational outcomes, including student achievement, teacher well-being, instructional practices, and school organizational health.[7] Their findings suggest that the principal's contribution to educational improvement is not limited to formal administrative duties; it also involves creating conditions that support effective teaching, professional collaboration, and a healthy institutional environment. Consequently, principal performance needs to be examined through the actual practices and outcomes of leadership, including the capacity to develop teachers, strengthen learning processes, establish a collaborative organizational culture, and maintain continuous institutional improvement.

Nevertheless, improving educational quality remains a complex process influenced by

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internal and external factors. Madrasah principals must respond to changes in educational policies, limitations in institutional resources, accountability requirements, technological developments, and the increasingly diverse needs of students and parents. UNESCO's Global Education Monitoring Report emphasizes that accountability mechanisms in education should support institutional responsibility and improvement rather than merely impose administrative obligations or blame individual actors.(UNESCO, 2023) Therefore, evaluating a principal's performance requires attention not only to the completion of administrative responsibilities but also to the effectiveness of institutional programs and their contributions to teaching quality, teacher competencies, student development, and the overall learning environment. A comprehensive performance evaluation is particularly important because it provides information for identifying institutional strengths, recognizing existing challenges, and determining appropriate corrective actions for subsequent improvement.

State Islamic Junior High School 1 Batam (Madrasah Tsanawiyah Negeri 1 Batam), located in Batam, Riau Islands Province, represents an institutional context in which these leadership and quality improvement issues can be examined. As an Islamic educational institution, the madrasah is expected to maintain a balance between academic achievement, Islamic character development, institutional innovation, and the provision of responsive educational services. Its efforts to develop educational programs and strengthen institutional capacity require leadership that is capable of coordinating teachers and educational personnel, managing available resources, responding to stakeholder expectations, and evaluating the implementation of institutional programs. Examining the principal's performance at this madrasah is therefore relevant for understanding how leadership practices are implemented in a particular institutional setting and how those practices contribute to educational quality improvement.

Although the relationship between school leadership and educational quality has been discussed in previous studies, the implementation of principal performance remains closely connected to the institutional context, organizational resources, stakeholder relationships, and challenges encountered by individual madrasahs. Therefore, an examination of MTs Negeri 1 Batam is important not merely to describe the principal's administrative responsibilities but also to understand the strategies, supporting and inhibiting factors, and evaluation mechanisms involved in the institution's quality improvement efforts. By examining these dimensions, this study is expected to contribute to a more contextual understanding of madrasah leadership and provide practical insights for strengthening educational management in Islamic educational

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institutions.

Based on the foregoing discussion, this study addresses four research questions: (1) How is the principal's performance demonstrated at State Islamic Junior High School 1 Batam? (2) What strategies does the principal implement to improve educational quality? (3) What factors support and hinder the principal's performance? and (4) How is the principal's performance evaluated? Accordingly, this study aims to examine the principal's performance, analyze the strategies implemented to improve educational quality, identify supporting and inhibiting factors, and describe the implementation of performance evaluation as a basis for continuous institutional improvement.

METHOD

This study employed a field research design using a qualitative approach. A qualitative approach was selected because the study sought to obtain an in-depth understanding of the principal's performance in improving educational quality at State Islamic Junior High School 1 Batam (Madrasah Tsanawiyah Negeri 1 Batam). Qualitative research is particularly appropriate for examining complex phenomena within their natural settings, as it enables researchers to explore participants' experiences, perspectives, and the meanings they attach to particular situations.(Cheryl N. Poth, 2024) Through this approach, the researcher examined leadership practices, institutional strategies, supporting and inhibiting factors, and performance evaluation within the actual educational setting.

The data sources consisted of primary and secondary data. Primary data were obtained from key informants directly involved in madrasah management, namely the principal and the vice principal for curriculum affairs. These informants were selected based on their institutional positions and involvement in leadership, educational program implementation, curriculum management, and quality improvement. Their perspectives provided relevant information concerning the implementation of leadership and managerial responsibilities at the madrasah. Secondary data were collected from relevant literature, academic publications, books, institutional documents, and other reading materials related to educational management, principal leadership, and educational quality improvement. These sources were used to support the conceptual understanding of the research problem and provide an academic basis for interpreting the findings.

Data were collected through three techniques: interviews, observation, and

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documentation. Interviews were conducted to obtain information directly from the principal and the vice principal for curriculum affairs regarding leadership performance, strategies for improving educational quality, supporting and inhibiting factors, and the implementation of performance evaluation. Observation was used to examine relevant conditions and activities in the madrasah environment, particularly those related to institutional management and educational quality improvement. Documentation was employed to collect supporting information from relevant institutional records, administrative documents, educational programs, and other materials associated with the research focus.(Busetto et al., 2020)

The application of these three data collection techniques provided complementary sources of information for developing a comprehensive understanding of the research phenomenon. Interviews offered insights into the perspectives and experiences of the informants, observations provided information about conditions and practices in the research setting, while documentation supplied institutional evidence relevant to the study. The combination of these techniques also provides a basis for examining the consistency of information obtained from different sources and methods.(Campbell, 2020)

DISCUSSION

1. The General Profile of State Islamic Junior High School 1 Batam

State Islamic Junior High School 1 Batam (Madrasah Tsanawiyah Negeri 1 Batam) is a public Islamic educational institution under the Ministry of Religious Affairs of the Republic of Indonesia. Located on Jalan Golden Prawn, Bengkong Laut, Bengkong District, Batam City, Riau Islands Province, the madrasah was established on October 25, 1993, based on Decree No. 244 of 1993. The institution has developed into one of the educational institutions in Batam that integrates general education, Islamic religious instruction, and character development.

The madrasah's institutional vision emphasizes the development of a generation that is pious, moderate, intelligent, academically excellent, environmentally conscious, and morally upright through professional and reliable educational management. This vision is translated into institutional programs focusing on religious development, character education, literacy, student potential development, environmental awareness, and the integration of information technology into educational activities.

One of the institution's distinctive features is the Cambridge International School program, identified as ID163, which reflects its commitment to developing students' academic

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competencies within an international educational framework. In addition, the Ma'had Al Manar boarding program integrates formal academic education with intensive Islamic learning, including Qur'anic memorization, Arabic and English language development, classical Islamic studies, and Islamic character formation.

The madrasah also utilizes digital technologies in learning and administrative services through e-learning, digital report cards, computer-based testing (CBT), and digital library services. These initiatives indicate an institutional orientation toward educational innovation and adaptation to technological developments. The combination of international academic programs, Islamic boarding education, and digital learning provides an important context for examining the principal's performance in managing educational quality improvement.

2. The Performance of the Principal in Managing and Developing the Madrasah

The findings indicate that the principal of State Islamic Junior High School 1 Batam, Khairina, M.Pd., demonstrates leadership performance through three interconnected roles: leader, manager, and innovator. These roles are reflected in the formulation of institutional direction, the management of educational resources, and the development of innovative programs to strengthen educational quality.

2.1. The Principal as a Leader

The principal's leadership is demonstrated through the ability to establish institutional direction and translate the madrasah's vision into educational priorities. Khairina, M.Pd., has approximately ten years of experience in madrasah leadership, including around six years as principal of MAN 1 Batam before assuming her current position. This leadership experience provides an important background for understanding her approach to institutional management and educational development.

Her leadership orientation is reflected in the madrasah's vision of producing students who are pious, moderate, intelligent, excellent, environmentally conscious, and morally upright. This vision provides a shared direction for teachers, educational personnel, and students in implementing institutional programs. It also indicates that educational excellence is understood not merely in terms of academic achievement but as an integration of intellectual, spiritual, and social development.

In this context, leadership is not limited to issuing instructions or exercising formal authority. It involves communicating institutional goals, establishing shared commitments,

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coordinating organizational activities, and encouraging all members of the madrasah community to contribute to educational improvement.(Liebowitz & Porter, 2019) found that principal behaviors are associated with student achievement, teacher well-being, instructional practices, and school organizational health. Their findings reinforce the importance of leadership practices that extend beyond administrative responsibilities and contribute to the overall educational environment.

The leadership practices observed at MTs Negeri 1 Batam demonstrate an effort to align institutional vision with academic development and Islamic character formation. The principal's role as a leader is therefore reflected in the capacity to maintain a common institutional direction while responding to the educational needs of students and the expectations of the community.

2.2. The Principal as a Manager

The principal's managerial performance is reflected in the planning, organizing, implementing, coordinating, and monitoring of institutional resources. At MTs Negeri 1 Batam, these responsibilities include the management of educational programs, teachers and educational personnel, students, budgets, facilities, infrastructure, and institutional evaluation.

Institutional planning is reflected in the preparation of the Medium-Term Madrasah Development Plan (Rencana Kerja Jangka Menengah/RKJM) and the Annual Work Plan (Rencana Kerja Tahunan/RKT). These planning instruments provide a framework for translating the madrasah's vision and mission into operational programs. The principal also establishes the distribution of responsibilities and additional assignments through formal task-allocation decrees (Surat Keputusan Pembagian Tugas), enabling teachers and educational personnel to understand their respective roles in implementing institutional programs.

This management approach illustrates the importance of connecting institutional planning with organizational implementation. A well-designed program requires a clear division of responsibilities, adequate resource allocation, effective coordination, and regular monitoring. Without these elements, institutional planning may remain a formal administrative exercise rather than becoming an instrument of educational improvement.

(Bellibasa et al., 2021) demonstrate that instructional leadership has a significant direct

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relationship with teachers' instructional quality, while distributed leadership can contribute indirectly through teacher collaboration and job satisfaction. This finding is relevant to the managerial practices at MTs Negeri 1 Batam, where the distribution of responsibilities and coordination among educational personnel are important for supporting the implementation of institutional programs.

Thus, the principal's managerial performance can be understood through the relationship between planning, organizational coordination, resource utilization, and program implementation. These elements provide the institutional foundation for maintaining educational services and pursuing continuous quality improvement.

2.3. The Principal as an Innovator

The principal's innovative role is reflected in the development and implementation of programs that respond to changing educational needs. At MTs Negeri 1 Batam, the Cambridge International School program and Ma'had Al Manar represent two significant institutional initiatives.

The Cambridge program provides an international academic orientation, while Ma'had Al Manar strengthens Islamic learning through Qur'anic memorization, Arabic and English language development, classical Islamic studies, and character formation. These programs demonstrate an effort to integrate academic competitiveness with the distinctive identity of Islamic education.

Innovation is also reflected in the utilization of digital technology for learning and administrative services. The implementation of e-learning, digital report cards, CBT, and digital library services illustrates the madrasah's efforts to adapt educational processes to technological developments. Such initiatives are relevant because digital transformation in education requires institutions to reconsider not only the tools used in teaching but also the organization of learning and the delivery of educational services.

The principal's innovative role can therefore be understood as the ability to identify institutional needs, recognize development opportunities, and implement programs that provide added value to students and the organization. However, the sustainability of innovation depends on the institution's ability to evaluate program effectiveness, ensure teacher readiness, and maintain the availability of supporting resources.

Overall, the findings suggest that the principal's performance as a leader, manager, and

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innovator is interconnected. Leadership establishes institutional direction, managerial competence ensures that resources and responsibilities are organized, and innovation provides opportunities for the madrasah to respond to contemporary educational demands.

3. The Principal's Strategies for Improving Educational Quality

The findings reveal three major strategies implemented by the principal to improve educational quality: developing institutional flagship programs, strengthening teacher and educational personnel competencies, and establishing an Islamic character-based educational environment.

3.1. Developing Institutional Flagship Programs

The Cambridge International School program and Ma'had Al Manar constitute important elements of the madrasah's quality improvement strategy. The Cambridge program provides opportunities for students to develop academic competencies within an international learning framework. Meanwhile, Ma'had Al Manar strengthens the religious dimension of education through structured Islamic learning and character development.

The combination of these programs reflects an effort to develop a comprehensive educational model. Academic excellence is pursued alongside the development of religious understanding, language competencies, and Islamic values. This approach is consistent with the distinctive mission of madrasahs, which is to integrate general knowledge and Islamic education rather than treat them as separate domains.

The development of such programs also reflects an institutional strategy for responding to the expectations of parents and society regarding the quality of Islamic education. Nevertheless, the effectiveness of flagship programs should be assessed not merely through their existence or institutional reputation but also through their implementation, accessibility, learning outcomes, and contribution to students' overall development.

3.2. Strengthening Teacher and Educational Personnel Competencies

Another important strategy is the development of teacher and educational personnel competencies through In-House Training (IHT) and academic supervision. These activities are intended to strengthen professional capacity, improve instructional practices, and ensure that educational programs are implemented in accordance with institutional objectives.

Teacher development is particularly important because the quality of educational services

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is closely related to teachers' ability to design, implement, and evaluate learning. Professional development activities become more meaningful when they are connected to actual classroom needs and followed by opportunities for teachers to apply the knowledge and skills acquired.

(Pan & Chen, 2021) explain that principal leadership can facilitate teacher professional learning through the development of teacher leadership and opportunities for professional collaboration. Similarly, (Bellibas et al., 2022) highlight the importance of shared practices and teacher agency in connecting instructional leadership with changes in classroom teaching. These findings suggest that teacher development should not be understood merely as participation in training activities but as a continuous process involving collaboration, reflection, and improvement of instructional practices.

At MTs Negeri 1 Batam, the implementation of IHT and academic supervision represents an effort to connect professional development with classroom practice. To strengthen this strategy further, the madrasah needs to ensure that the outcomes of training are monitored and translated into observable improvements in teaching and learning.

3.3. Strengthening Islamic Character and Institutional Culture

The principal also emphasizes the development of Islamic character through the establishment of a religious and conducive madrasah environment. The principal serves as a role model for teachers, while teachers are expected to demonstrate exemplary conduct to students. This process creates an educational environment in which Islamic values are not limited to classroom instruction but are reflected in daily institutional interactions.

The development of an Islamic institutional culture is important because the educational mission of a madrasah extends beyond the transmission of knowledge. It also involves cultivating religious commitment, ethical conduct, discipline, responsibility, and respect for others. These values need to be integrated into leadership practices, teacher-student relationships, institutional policies, and school activities.

The madrasah's vision and mission, which emphasize piety, moderation, intelligence, excellence, and environmental awareness, provide a normative foundation for this strategy. The integration of character development with academic learning also reflects the broader educational responsibility of Islamic institutions to develop students intellectually, spiritually, and socially.

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Accordingly, the principal's quality improvement strategy at MTs Negeri 1 Batam can be understood as an integrated approach involving institutional innovation, teacher professional development, and the strengthening of Islamic character. The effectiveness of these strategies depends on their consistency, coordination, and contribution to measurable improvements in educational services.

4. Supporting and Inhibiting Factors in the Principal's Performance

The findings indicate that the principal's performance is influenced by internal and external factors. These factors affect the implementation of institutional programs, the management of educational resources, and the madrasah's ability to respond to stakeholder expectations.

4.1. Supporting Factors

Several internal factors support the principal's performance. First, the principal has substantial experience in madrasah leadership, including previous service as principal of MAN 1 Batam. This experience provides institutional and managerial knowledge that can support decision-making, program development, and organizational coordination.

Second, the availability of qualified teachers and educational personnel constitutes an important institutional resource. The teaching staff generally possess undergraduate or postgraduate educational qualifications relevant to their respective fields. This condition provides a foundation for implementing academic programs and developing educational innovations.

Third, the madrasah benefits from a conducive working environment. The relationship among members of the madrasah community is described as harmonious, with a relatively strong sense of cooperation and shared commitment. Such an organizational climate can support coordination, reduce internal barriers, and facilitate the implementation of institutional programs.

External support also contributes to the principal's performance. As a public madrasah, MTs Negeri 1 Batam receives government funding, supplemented by financial support from the madrasah committee. The availability of adequate facilities and infrastructure further supports the implementation of educational programs. Cooperation with parents and the committee also provides opportunities for consultation and collective decision-making,

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particularly regarding activities requiring substantial financial resources.

These findings indicate that principal performance is not determined exclusively by individual leadership competence. It is also influenced by the availability of institutional resources, teacher capacity, organizational culture, and stakeholder support. (Liebowitz & Porter, 2019) emphasize that principal behaviors are associated with school organizational health and teacher well-being. This reinforces the importance of developing a supportive organizational environment as part of the broader effort to improve educational quality.

4.2. Inhibiting Factors

Despite the supporting conditions, the principal encounters several challenges. One of the identified obstacles concerns dissatisfaction among some parents regarding educational services. Such dissatisfaction may arise from differences in expectations, perceptions, or communication between the institution and families. The findings indicate that these concerns can be addressed through constructive communication and dialogue.

This situation highlights the importance of stakeholder engagement in educational management. Parents are not merely recipients of educational services but also partners whose expectations and concerns need to be considered in institutional decision-making. Effective communication can help prevent misunderstandings, strengthen trust, and support the development of shared responsibility for students' education.

Another obstacle concerns traffic congestion around the madrasah, particularly during arrival and dismissal periods. The access road is relatively narrow and is used by people traveling to several educational institutions in the surrounding area. This condition creates congestion and may occasionally lead to conflicts among road users.

Unlike internal management challenges, traffic congestion is largely an external environmental factor that cannot be resolved solely through the principal's managerial authority. Nevertheless, the madrasah can respond through coordination with parents, neighboring institutions, local authorities, and relevant community stakeholders.

The findings demonstrate that the challenges faced by the principal are not limited to instructional and administrative matters. They also involve stakeholder relations and the broader environment in which the madrasah operates. Therefore, effective leadership requires the capacity to distinguish between problems that can be addressed internally and those that require external cooperation.

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5. Evaluation of the Principal's Performance

The evaluation of the principal's performance at MTs Negeri 1 Batam is examined through four principal areas: madrasah development, managerial responsibilities, entrepreneurship development, and supervision of teachers and educational personnel. These four areas are consistent with the four main annual performance responsibilities outlined in the Directorate General of Islamic Education Decree No. 1111 of 2019 concerning the Technical Guidelines for Madrasah Principal Performance Assessment.

5.1. Madrasah Development

Madrasah development involves improving institutional capacity through educational program development, human resource strengthening, stakeholder partnerships, student services, and the fulfillment of educational standards.

The findings indicate that the principal encourages communication and cooperation with parents and the madrasah committee. Activities requiring substantial funding are discussed through consultation with the committee to ensure that implementation can be supported by available resources. This practice reflects an approach to institutional management that recognizes the importance of stakeholder participation and collective responsibility.

The madrasah also provides various educational support services, including a library and literacy services, science and computer laboratories, guidance and counseling services, and student health services through the School Health Unit (UKS). In addition, the implementation of the One-Stop Integrated Service (Pelayanan Terpadu Satu Pintu/PTSP) is intended to improve administrative services for students, parents, and external stakeholders.

These initiatives indicate that madrasah development is not limited to physical infrastructure but also includes the quality of educational services and institutional accessibility. Effective development requires the principal to ensure that facilities and services are managed according to student needs and contribute directly to the educational process.

5.2. Implementation of Managerial Responsibilities

The principal's managerial responsibilities are reflected in the management of institutional planning, human resources, organizational culture, infrastructure, and educational programs. The findings show that the principal establishes clear task assignments, coordinates institutional activities, and seeks to ensure that available resources

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are used in accordance with educational priorities.

The principal also promotes a positive working environment by encouraging discipline, collaboration, learning innovation, and constructive relationships among members of the madrasah community. One notable aspect is the provision of educational opportunities for students with special needs without discrimination. This practice reflects an institutional commitment to educational inclusion and equitable access to learning opportunities.



Picture 1. Rizqi Ben Arfah, won a bronze medal in Mathematics at the 2025 National Madrasah Olympiad (Olimpiade Madrasah Indonesia/OMI)



Picture 2. Implementation of the 2026 Cambridge Lower Secondary Checkpoint Examination

The madrasah's academic and non-academic achievements during the 2025/2026

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academic year provide additional evidence of student development. In the academic field, a student, Rizqi Ben Arfah, won a bronze medal in Mathematics at the 2025 National Madrasah Olympiad (Olimpiade Madrasah Indonesia/OMI). Another student, Syakira Inaya Fiorenza, received a Merit Award in the Heat Round of the Thailand International Mathematical Olympiad (TIMO) 2025/2026. Students in the Cambridge program also participated in the Cambridge Lower Secondary Checkpoint examinations in 2026.

In non-academic fields, Keanu Al Rucci won first place in the Senior 1 kg Sumo Robot category at the Rotation Robotics Talent Competition 2025 in Kuala Lumpur, Malaysia. The madrasah also achieved the overall championship at the 2025 PORSENI competition for junior Islamic schools in Batam, obtaining six first-place awards and three second-place awards in various categories, including futsal, volleyball, Qur'anic oratory, hadrah, chess, and Qur'anic memorization. Other achievements included two silver medals in jujitsu at the 2025 Batam City Sports Week and a Best Team award for the madrasah's hadrah group.

These achievements indicate that the madrasah provides opportunities for students to develop academic, religious, artistic, and sporting competencies. They also illustrate the importance of managing student potential through diverse curricular and extracurricular programs. Nevertheless, student achievements should be interpreted as indicators of institutional development rather than as conclusive evidence that all aspects of educational quality have improved. A comprehensive evaluation should also consider learning processes, student progress, teacher competencies, and the sustainability of achievement.

5.3. Entrepreneurship Development

Entrepreneurship development constitutes another dimension of the principal's performance. In educational institutions, entrepreneurship should not be interpreted solely as the pursuit of financial profit. Rather, it involves the ability to identify opportunities, develop innovations, optimize available resources, and create activities that provide educational value.

At MTs Negeri 1 Batam, this dimension is reflected in the use of smart televisions in classrooms to support digital learning. Teachers also implement project-based learning and utilize digital technologies in educational activities. One notable innovation is the Simamat application, which supports the digital management of student attendance, student records, daily performance, assessment, monitoring activities, and disciplinary points.

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The implementation of Simamat illustrates how digital technology can support administrative efficiency and institutional monitoring. By integrating various student-related records into a digital system, the madrasah can improve the organization of information and facilitate the monitoring of educational activities. However, the effectiveness of such a system ultimately depends on data accuracy, user readiness, system maintenance, and its contribution to better educational decision-making.

Another example of entrepreneurial practice is the management of plastic bottle waste. The madrasah provides strategically placed and aesthetically designed waste collection facilities. The collected bottles are subsequently transferred to waste collectors. Beyond its environmental function, this activity provides an opportunity to cultivate creativity, responsibility, environmental awareness, and practical entrepreneurship among members of the madrasah community.

These practices indicate that the principal's entrepreneurial role is reflected in the ability to transform institutional needs and available resources into meaningful educational initiatives. Digital innovation and environmental activities demonstrate that entrepreneurship in madrasah management can be integrated with learning, character development, and institutional improvement.

5.4. Supervision of Teachers and Educational Personnel

Academic supervision is an important instrument for monitoring and improving the quality of teaching. At MTs Negeri 1 Batam, the principal conducts classroom observations twice a year. The supervision process is organized systematically and involves pre-observation activities, examination of lesson-planning documents, direct classroom observation, and post-observation feedback through professional guidance.

The observation schedule is arranged according to teachers' classroom teaching timetables from Monday to Friday. The principal observes a maximum of three teachers or six teaching periods in one day. Before the observation, the principal and the teacher agree on the observation schedule, with pre-observation activities conducted no later than one day before the scheduled classroom visit.

Following the observation, teachers participate in post-observation discussions to receive feedback and guidance. The supervision process uses direct and indirect approaches, including face-to-face discussions, classroom visits, communication media, mini teacher

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working groups, and technical guidance activities.

The findings from the second semester of the 2025/2026 academic year indicate that 20 out of 24 teachers, or 83.33%, were categorized as having completed the required supervision indicators appropriately. The remaining four teachers, or 16.67%, were categorized as having completed the activities but still requiring further guidance. No teacher was recorded in the category of activities not yet completed.

These findings indicate that the supervision process has covered all 24 teachers included in the assessment record. The proportion of teachers meeting the established criteria suggests a generally positive implementation of academic supervision. However, the four teachers requiring further guidance demonstrate that supervision should not end with classroom observation or administrative assessment. It needs to be followed by targeted professional assistance, monitoring, and opportunities for improvement.

(Noor et al., 2020) in their study of academic supervision in Indonesian schools, emphasize the importance of planning, implementation, reporting, and follow-up in the supervision process. Their findings also indicate that supervision may encounter practical challenges when principals face substantial administrative responsibilities. This perspective reinforces the importance of ensuring that supervision at MTs Negeri 1 Batam is not merely a formal assessment activity but a continuous professional development process.

Therefore, the principal's academic supervision can be understood as a mechanism for maintaining instructional standards, identifying teachers' professional needs, and supporting improvements in classroom practice. The next step is to ensure that the results of supervision are systematically connected to professional development programs, including IHT and individual guidance.

6. The Relationship Between Principal Performance and Educational Quality

The findings of this study suggest that the principal's performance contributes to educational quality improvement through several interconnected dimensions: institutional direction, managerial coordination, educational innovation, teacher development, organizational culture, and performance evaluation.

First, the principal's leadership provides a shared direction for institutional development. The madrasah's vision integrates academic excellence, Islamic character, moderation, and environmental awareness. This vision becomes a foundation for developing educational programs that reflect the distinctive identity of Islamic education.

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Second, managerial performance supports the effective utilization of institutional resources. The preparation of RKJM and RKT, the distribution of responsibilities, and the coordination of educational programs provide an organizational framework for implementing institutional priorities. These practices are important because educational quality requires more than the availability of resources; it also depends on how resources are planned, allocated, and utilized.

Third, educational innovation expands opportunities for improving learning and institutional services. The Cambridge program, Ma'had Al Manar, digital learning facilities, and the Simamat application demonstrate the madrasah's efforts to respond to changing educational demands. These initiatives provide opportunities for academic development, Islamic character formation, and administrative improvement.

Fourth, teacher development and academic supervision strengthen the instructional dimension of educational quality. The implementation of IHT and classroom supervision indicates an effort to improve teachers' professional competencies and monitor learning practices. This is consistent with (Bellibasa et al., 2021) who found that instructional leadership is significantly related to instructional quality. It also corresponds with (Liebowitz & Porter, 2019) conclusion that principal behaviors are associated with teacher instructional practices and school organizational health.

Fifth, performance evaluation provides a basis for identifying institutional achievements and areas requiring improvement. The supervision results, student achievements, institutional programs, and stakeholder relationships can serve as evidence for evaluating the effectiveness of leadership practices. However, evaluation should be conducted continuously and should not be restricted to the completion of administrative documents or the achievement of short-term targets.

From the perspective of Islamic educational management, educational quality also involves the fulfillment of moral and spiritual responsibilities. The madrasah is expected to develop students who are knowledgeable, faithful, morally upright, socially responsible, and capable of contributing positively to society. Consequently, the principal's performance should be understood not only through organizational effectiveness but also through the extent to which institutional leadership supports the educational mission and values of Islam.

Overall, the findings indicate that the principal's performance at MTs Negeri 1 Batam is demonstrated through the integration of leadership, management, innovation, teacher development, and institutional evaluation. These dimensions provide a foundation for improving

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educational services and strengthening the madrasah's capacity to respond to contemporary challenges. Nevertheless, the sustainability of educational quality improvement requires consistent monitoring, evidence-based decision-making, professional development, and cooperation among all institutional stakeholders.

CONCLUSION

The performance of the principal of State Islamic Junior High School 1 Batam demonstrates a strong commitment to fulfilling the functions of leadership, management, supervision, organizational development, and human resource development. These functions are reflected not only in the implementation of managerial and instructional programs but also in their contribution to improving the overall quality of education. The principal's performance has been instrumental in supporting the development of the madrasah through professional leadership, institutional management, innovation, and the integration of Islamic values into its educational practices.

The quality of education at State Islamic Junior High School 1 Batam is reflected in the quality of its educational inputs, learning processes, student outcomes, and broader educational impact. Beyond its academic achievements, the madrasah demonstrates a commitment to character development, competency enhancement, inclusive educational services, and the internalization of Islamic values. These efforts have strengthened public confidence in the institution, as indicated by the number of applicants, which is approximately three times greater than the available student capacity.

The implementation of strategies to improve educational quality is influenced by both internal and external factors. Supporting factors include the principal's leadership competence, the commitment of the madrasah community, community support, and the availability of institutional resources. Meanwhile, one of the identified external challenges is miscommunication between the madrasah and parents. Addressing this challenge requires more effective communication and constructive collaboration among educational stakeholders.

Therefore, improving the quality of education requires the principal to sustain professional, collaborative, adaptive, and Islamic values-based leadership. Educational quality improvement should not be regarded as the responsibility of the principal alone but as a collective commitment that requires systematic implementation, continuous evaluation, and sustainable collaboration among all stakeholders.

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FUTURE DIRECTIONS

To ensure the sustainability of educational quality improvement, the principal is expected to continuously develop leadership competencies and utilize institutional data as a basis for planning and evaluating programs. Teachers should strengthen their professional competencies, collaborative practices, and reflective approaches to learning. The madrasah also needs to establish measurable quality indicators and conduct evidence-based program evaluations. Furthermore, parents, school committees, and the wider community are encouraged to participate constructively according to their respective roles and responsibilities. At the policy level, relevant authorities should strengthen institutional guidance, professional development, and resource support to facilitate the continuous and sustainable improvement of madrasah quality.

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