



Madrasah Head's Strategy In Improving Students' Academic Achievement

Bustanul Arifin ^{1*}, Ahmad Thoyyib Mas'udi ²

Pascasarjana Universitas Qomaruddin¹², Gresik, Indonesia

Email: [*bustanul594@gmail.com*](mailto:bustanul594@gmail.com)

Informasi Artikel	Abstract
Submitted: 20-08-2024 Revised: 07-10-2024 Published: 17-12-2024	<i>School principal strategies can enhance the performance of educators in the learning process. In his role as a leader, the principal implements various strategies to increase student achievement as a benchmark for the success of school management. As a leader, the principal plays the role of educator, manager, administrator, supervisor, inspirer, innovator, and motivator. This research aims to explore the strategies implemented by the Head of Madrasah in improving student academic achievement at MTs Al Hidayah Wedoro Glagah Lamongan, as well as identify supporting and inhibiting factors in implementing these strategies. The madrasah principal plays a central role as a leader who is responsible for directing and managing various aspects of education, including his role as educator, manager, administrator, supervisor, inspirer, innovator, and motivator. This research employs a qualitative descriptive approach, utilizing field research methods. We collected data through semi-structured interviews with madrasa heads, teachers, and support staff, as well as through participant observation and the collection of related documents. The data analysis process involves data reduction, data presentation, and drawing conclusions, with data validity tested using triangulation techniques to ensure the accuracy of the results. Research findings reveal that madrasah principals have implemented various strategies to improve students' academic achievement. These strategies include adjusting the curriculum for better relevance, developing teacher competency through training and workshops, improving learning facilities and resources, as well as collaborating with external tutors and other educational institutions. Madrasah heads also implement continuous evaluation and monitoring to assess the effectiveness of the strategies implemented and to identify areas that need improvement. The focus of teacher competency development is on enhancing pedagogical skills and utilizing educational technology effectively. Improvements to facilities include the provision of computer laboratories, better libraries, and access to digital resources to support a more modern learning process.</i>
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INTRODUCTION

Education plays a crucial role in shaping the future of a country. Through the education process, we hope to produce a generation that is superior, has special abilities, and has the potential to bring positive change to society and the country. Therefore, investing in education is considered a very valuable long-term investment step.

In Madrasah management, an effective Madrasah principal must be able to stimulate increased student achievement. This is an integral part of fulfilling the educational function, which aims to develop and optimize the potential of students while improving the quality of madrasahs in accordance with the eight national education standards.

Strategy has a key role in achieving goals because it includes the methods, steps, and efforts required to achieve the desired results. We must balance each step of the program with the implementation of the appropriate strategy. For schools, implementing strategies for implementing educational and learning activities is a necessity that cannot be ignored. This is



because every activity at school involves a continuous process that requires an intelligent approach to achieve the desired goals. (Muhammad Romadlon Habibullah & Abdul Basir, 2023)

Strategy not only plays a role in achieving general educational goals but also provides crucial support for school principals in carrying out their leadership duties in educational institutions. By implementing effective strategies, a school principal can ensure continuous efforts to improve school quality. Besides, the awareness of moral responsibility serves as a powerful motivator, as Allah SWT will hold every leader accountable for their leadership in the afterlife. The verse Q.S. Al-Baqarah 134 reflects this principle, emphasising the importance of responsibility and improvement as part of the mandate of leadership in the world of education:

تِلْكَ أُمَّةٌ قَدْ خَلَتْ لَهَا مَا كَسَبَتْ وَلَكُمْ مَا كَسَبْتُمْ وَلَا تُسْأَلُونَ عَمَّا كَانُوا يَعْمَلُونَ ١٣٤

That is the people of the past. He is entitled to what they have earned, just as you are entitled to what you have earned. No one will hold you responsible for their actions. "(Q.S. Al-Baqarah 134).

Student achievement plays a central role, serving as the main focus of madrasahs, which are often in the spotlight of society, particularly in terms of student achievement in both academic and non-academic fields. Student achievement is an assessment of the success of Madrasah management in the eyes of the community. The definition of student achievement involves the results obtained through various activities and efforts during the learning process. Achievement can be defined as results achieved through active participation and dedication in learning activities. (Salsabila, 2022)

The success of madrasahs in achieving achievements at various sectors and regional levels involves participation from all parties; however, the key role lies with the madrasah's head as an effective and efficient leader. In carrying out his leadership duties, the Madrasah head needs to implement appropriate strategies to increase student achievement, which is one of the benchmarks for the success of Madrasah management.

According to the results of the author's observations, MTs Al Hidayah Wedoro Glagah Lamongan, which is under the guidance of MWC LP Ma'arif NU Glagah District, can be considered one of the outstanding madrasahs in Glagah District, Lamongan Regency. The community recognizes this madrasah for its exceptional achievements at the regional or sub-district level, which come from both students and teachers in a variety of academic and non-academic fields. The Madrasah, with its vision of "Creating a Superior and Dignified Madrasah," appears to be actively striving to achieve this goal. The collective efforts of all Madrasah residents, particularly the role of the Madrasah Head as a leader in the institution, undoubtedly contributed to this success.

The Head of MTs Al Hidayah Wedoro Glagah Lamongan Madrasah continues to show proactive leadership by presenting innovations aimed at improving the quality of the institution and achieving the institution's vision. Particularly during the COVID-19 pandemic several years ago, madrasah heads demonstrated additional strategies to ensure their efforts were not in vain. (Andang, 2018)

First, during the pandemic, there has been a significant increase in Madrasah facilities and infrastructure. This includes providing a special computer laboratory building, improving the WiFi network, and increasing the number of computers to support learning. Second, madrasah heads focus on increasing teacher resources by providing facilitation and training related to learning both online and offline. This aims to ensure teachers are ready to face learning challenges in the midst of a pandemic situation.

Third, the madrasah head is making concrete efforts to develop students' potential in the fields of science and technology, specifically science, technology, engineering, and mathematics, as a means to increase their enthusiasm for learning and actively participate in the learning process. This strategy reflects the madrasah head's commitment to empowering students' potential in facing developments in science and technology. (Saroni, 2017)

The principal of MTs Al Hidayah Wedoro Glagah Lamongan Madrasah has taken concrete steps to support the career development of teachers. This includes providing special attention to teachers, encouraging them to participate in training and achieve success through the writing of



scientific papers or journals, both online and offline. This step aims to transfer the acquired knowledge to the students. Apart from that, the madrasa head has also brought in tutors who are competent in various fields, such as literacy, olympiads, and tahfiz, to train teachers. Students also benefit from these tutors through their presence at the madrasa on a regular basis. (Moh. Syafi'i & Moh. Zayyadi, 2023)

We are also implementing efforts to collaborate with other madrasas, including MTSN 2 Lamongan and surrounding madrasas. This opens up opportunities for a positive exchange of experiences and resources. All these efforts have yielded positive outcomes, particularly in enhancing student achievement. For example, MTs Al Hidayah Wedoro Glagah Lamongan won second place at the National Science Championship Centre (Puskasnas) in the National Science Olympiad on November 26, 2023, in Yogyakarta. Students not only achieve at the national level but also at the sub-district and district levels in various areas of academic achievement. (Dokumen MTs Al Hidayah, 2023)

The research on the Madrasah Head's Strategy for Improving Student Academic Achievement at MTs Al Hidayah Wedoro Glagah Lamongan is a crucial step, given that the madrasah has already achieved numerous student achievements through effective and strategic leadership. By conducting this research, we can better understand the specific strategies implemented by madrasa heads to increase students' academic achievement.

Other madrasas seeking to enhance their students' achievements can utilize the potential findings of this research as a basis for recommendations or even adoption. Thus, this research not only contributes to the understanding of leadership strategies at MTs Al Hidayah Wedoro Glagah Lamongan but can also be a source of inspiration for the development of other madrasas.

METHOD

Approach and Type of Research This research employs a qualitative descriptive approach to elucidate the madrasa head's strategy for enhancing student academic achievement at MTs Al Hidayah Wedoro Glagah Lamongan. This approach includes collecting data from multiple sources, analyzing it, and interpreting the results to create flexible reports. We collected data through interviews, observations, field notes, photos, and personal documents.

Field research aims to uncover symptoms, facts, and events related to the strategy of madrasah heads. **Types of Data** This study concentrates on qualitative data, which encompasses descriptions, narratives, or opinions that defy numerical measurement. This data includes interview transcripts, field notes, written documents, and participant observation. Data collection equipment includes electronic devices such as voice recorders, cell phones, pens, and books.

Data Source **Primary Data:** Obtained through interviews with the Madrasah Principal, Deputy Madrasah Principal, Waka, teachers, and students, as well as field observations to understand practices and interactions at MTs Al Hidayah.

Secondary Data: This category includes curriculum documents, student academic achievement data such as test scores and report cards, as well as madrasah policies related to strategies for improving academic achievement.

Data Collection Techniques (1) **Interview:** Conducted with the main informant using a structured guide to obtain in-depth information about the madrasa head's strategy. (2) **Participatory Observation:** Direct observation at MTs Al Hidayah was conducted to understand daily practices and interactions.

Document Analysis: Examine official documents, lesson plans, and academic achievement reports to identify strategies that have been implemented. **Research Place** The research was conducted at MTs Al Hidayah Wedoro Glagah Lamongan, East Java. The location selection was based on superior academic achievements at the regional level, especially in Glagah District.

Data Analysis Techniques: (1) **Data Reduction:** Identifying domains and categories from data obtained through observations and interviews, then coding the information for data organization. (2) **Data Presentation:** Using tables or diagrams to present data visually, make interpretation easier, and understand the internal structure of the data. The process of drawing



conclusions involves the identification of patterns and meaning within the data, followed by the formulation of conclusions derived from the completed data analysis. (Sugiyono, 2007)

We expect this method to provide an in-depth understanding of madrasah principals' strategies for improving student academic achievement and to provide guidance for developing further strategies in educational management.

RESULTS AND DISCUSSION

A. The Madrasah Head's strategy at MTs Al Hidayah Wedoro Glagah Lamongan aims to improve student academic achievement.n

1. Strategic Planning and Curriculum Implementation

The principal's strategy is an effort to improve teacher performance in the learning process. A madrasa head has the function and duties of an educator, manager, administrator, supervisor, leader, innovator, and motivator. (Fanani, 2014a)

Therefore, the madrasa head implemented planning concepts that align with the vision and mission of MTs Al Hidayah Wedoro Glagah Lamongan institution, with the aim of improving student academic achievement. They also made modifications to the learning curriculum(L. D. A. Arfin, 2017), in accordance with the planning principles suggested by the theory. The principal of MTs Al Hidayah Wedoro Glagah Lamongan acknowledges the crucial role of planning in education, as it establishes and guides the objectives for achievement. With careful planning, the design process will not be chaotic, and it will not lose direction. Careful and well-structured planning will have a positive impact on achieving educational goals.(Sarbin, 2011)

In planning, what must be considered is what must be done and who will do it. Therefore, planning in this context entails selecting a set of tasks and subsequently determining what needs to be done, when, how, and by whom. Planning is an important aspect of management. Therefore, the fundamental foundation of planning lies in a person's capacity to deliberately select a desired future and then focus their efforts on bringing it to fruition, thereby determining the type of management strategy to employ. On this foundation, we can effectively execute a plan.

2. Strengthening Discipline and Teacher Training

Madrasah heads strive to improve students' academic achievement by emphasizing the importance of teacher discipline and involving them in various training, both online and face-to-face. This step was taken to increase the motivation and discipline of teachers, so that they are more enthusiastic in providing optimal learning. Thus, it is hoped that there will be an increase in student academic achievement at MTs Al Hidayah Wedoro Glagah Lamongan.

3. Application of Leadership and Managerial Theory

The theory of madrasah principals as educators, which posits that they must implement effective strategies to enhance the professionalism of their educational staff, foster a conducive school environment, offer advice to all school members, provide support to all educational staff, and develop engaging learning models, is highly supportive of efforts to improve student academic achievement. By applying this theory, madrasa heads can create a motivating learning atmosphere, strengthen teacher performance, and encourage innovation in the learning process. This, in turn, will positively contribute to the academic achievement of students at MTs Al Hidayah Wedoro Glagah Lamongan.

In this role, the head of the madrasa must foster four types of values: mental, moral, physical, and artistic development. This effort can take the form of involving teachers in training, finding scholarships for teachers to pursue higher levels of education, mobilizing student learning outcomes evaluation teams to encourage students to study seriously, and using study time effectively at school. This can be achieved by encouraging teachers to start and end learning



according to the specified time. If the school principal considers the professionalism of educational staff, it will positively influence school progress (Fanani, 2014a).

The madrasa head strengthens the theoretical findings with his role as a manager, which involves the process of planning, organizing, implementing, leading, and controlling the efforts of all members of the organization to build collective responsibility in school development. By encouraging the involvement of all education staff, madrasah heads aim to build a sense of shared ownership and responsibility in improving the quality of education. Thus, the madrasa head implements managerial principles that expect every member of the school to participate in efforts to improve the school.

To effectively perform their role as a manager, the madrasa head must engage in the following strategic actions: firstly, they must utilize and empower their educational staff through cooperative efforts. As a manager, the principal must be willing to utilize all school resources in order to realize the school's vision and mission. Second, provide opportunities for education staff to improve their profession. Thirdly, promote the active participation of all educational staff to foster a shared sense of ownership and responsibility for the school's construction.

The manager of the madrasa, by demonstrating concern for stakeholders and effectively managing the school's resources, can garner support from all school members, ensuring the smooth operation of the management process. (Syafi'i & Maulidiyah, 2023)

Arfin Lidya Dewi Anggraeni's theory, which expects students as objects in improving academic achievement to receive attention in an effort to improve the quality of graduates, supports the impact the head of the madrasah makes in improving students' academic achievement. (A. Arfin & Anggraeni, 2017) The indicator of educational quality lies in educational achievement or the quality of graduates, so educational quality will not be achieved without productive student performance and achievement because students are part of education.

Meanwhile, there are various efforts that can be made to increase student achievement:

- a) For instance, you can make students more effective by recording their attendance at the beginning and end of each lesson to prevent unintended outcomes like students leaving early.
- b) Teachers must guide students who lack the skills to study effectively and efficiently, preventing them from achieving high grades in their lessons. Therefore, to ensure that students have good learning skills, the teacher must provide instructions on how to study effectively and efficiently.
- c) Giving assignments to students. Giving assignments to students is necessary to improve their quality, as it stimulates their learning.
- d) Forming study groups allows students to easily exchange ideas to solve the learning problems they encounter. Group learning is a way to train students to live in society with one another. Therefore, the learning process itself influences academic achievement, making it impossible to separate the two. (A. Arfin & Anggraeni, 2017)

Application of A.Z. Theory Fanani and Arfin Lidya Dewi Anggraeni in Improving Academic Achievement at MTs Al Hidayah Wedoro Glagah Lamongan

a. Application of A.Z. Theory Fanani (Fanani, 2014a)

A.Z.'s theory of Fanani on Islamic educational leadership highlights the crucial role of the madrasa head as a visionary leader, capable of fostering an environment that fosters student achievement. According to this theory, madrasa heads must implement various strategies to create a school environment that is conducive to students' academic and non-academic development.

Visionary Leadership

The Madrasa Head at MTs Al Hidayah Wedoro Glagah Lamongan adopted the role of a visionary leader by formulating a clear vision and mission for their educational institution. This vision includes long-term goals to improve the quality of education and equip students with the skills necessary for future success. By formulating ambitious and realistic goals, madrasah heads can set a clear direction for the entire school community. This involves effective communication of the vision to all relevant parties, including teachers, students, and parents, to ensure that everyone has the same understanding and commitment to the goal.

Creating a supportive school atmosphere

Madrasah principals focus on creating a supportive school atmosphere through developing a positive learning environment. This includes improving school facilities, providing adequate learning resources, and implementing innovative teaching methods. A supportive school atmosphere also includes the formation of a school culture that emphasizes cooperation, motivation, and emotional support. Madrasah principals actively encourage teacher involvement in training and professional development to ensure that they can teach in an effective and engaging manner.

b. Application of Arfin Lidya Dewi Anggraeni's Theory (L. D. A. Arfin, 2021)

Arfin Lidya Dewi Anggraeni's theory emphasizes that students, as the main object in improving academic achievement, must receive special attention. The main focus is on improving the quality of graduates by paying attention to individual student needs and implementing strategies that support their overall academic development.

Student absenteeism and attendance

One of the strategies implemented is regular student attendance. By recording student attendance at each lesson session, madrasah principals can identify patterns of absenteeism that may indicate deeper problems, such as a lack of motivation or personal problems. Strict attendance also aims to ensure that students attend consistently, which is important for effective learning. This reflects concern for student engagement in learning and signals that attendance is an important aspect of academic commitment.

Providing Tutoring

Students who struggle to understand the subject matter receive study guidance. Madrasah principals ensure that students who need additional help get access to the resources necessary to overcome their academic difficulties. This can be performed through individual or group tutoring that focuses on areas where students are experiencing difficulties. We expect students to improve their study skills and achieve better academic results by providing proper guidance.

Giving stimulating tasks

Providing assignments that stimulate learning is an important strategy for improving academic achievement. Madrasah heads ensure that the assignments given to students are not only relevant to the curriculum but also designed to encourage critical thinking and creativity. Challenging assignments help students become more involved in the learning process and can improve their understanding of the material. By providing assignments that are appropriate to students' ability levels, madrasah heads can encourage higher academic achievement.

Formation of Study Groups

Another strategy to improve students' academic performance is the formation of study groups. By studying in groups, students can help each other and exchange ideas, which can enrich their learning experience. Study groups also help students to develop social and cooperative skills, which are important for their academic and personal success. Madrasah heads encourage the formation of structured study groups and guidance from teachers to ensure that these groups run effectively and productively.



The application of the theory of A.Z. Fanani and Arfin Lidya Dewi Anggraeni at MTs Al Hidayah Wedoro Glagah Lamongan demonstrates integrated efforts to improve student academic achievement. Madrasah principals can foster an environment conducive to academic development by demonstrating visionary leadership, creating a supportive school atmosphere, and paying special attention to individual student needs through strategies such as attendance, tutoring, giving stimulating assignments, and forming study groups. These strategies not only improve academic outcomes but also prepare students for success in their education and life overall.

B. The Madrasah Head's strategy to improve student academic achievement at MTs Al Hidayah Wedoro Glagah Lamongan faces both supporting and inhibiting factors.n

According to Kalat, academic achievement is influenced by both internal factors, which include physical and psychological factors, and external factors, which include physical and social factors. Physical internal factors are the five senses and general physical conditions.

1. Internal factors.

The obstacles that hinder academic achievement are internal factors consisting of physical and psychological factors and external factors consisting of physical factors and social factors. Physical internal factors are the five senses and general physical conditions. Interest, talent, motivation, and intelligence are examples of internal psychological factors. Physical external factors can include the condition of the place of study and infrastructure suggestions, while social external factors include social support from family and friends. (Siregar, 2017)

The discussion above highlights the challenge Madrasah Heads face in enhancing Student Academic Achievement at MTs Al Hidayah Wedoro Glagah Lamongan. Teachers struggle to implement diverse learning methods at MTs Al Hidayah Wedoro Glagah Lamongan, often focusing too much on a single method, which hinders students' learning process in class. Additionally, there are still teachers who lack understanding of current technology, further hindering the learning process at MTs Al Hidayah Wedoro Glagah Lamongan.

2. Supporting Factors (Fanani, 2014b)

a. Effectiveness of Madrasah Heads

The Madrasa Head at MTs Al Hidayah Wedoro Glagah Lamongan demonstrated effectiveness in his role by providing clear direction, motivation, and consistent support to staff and students. This visionary leadership is crucial in building an atmosphere that supports academic achievement. Madrasah principals who are actively involved in the learning process and provide strategic support to teachers and students help create an environment conducive to higher academic achievement. A.Z.'s theory: Fanani emphasized the importance of leaders who are able to create a school atmosphere that supports the development of student achievement, and this can be seen in practice at MTs Al Hidayah.

b. Teacher Quality

The presence of qualified, competent, and dedicated teachers is the main factor in improving student academic achievement. These teachers not only have in-depth knowledge but are also committed to continuous learning and developing their skills. High-quality teaching has a direct impact on student understanding and achievement. According to A.Z. Fanani's theory, teacher professional development plays a crucial role in enhancing the quality of education, and MTs Al Hidayah have effectively harnessed the potential of their teachers.

c. Relevant Curriculum

The Madrasah Head succeeded in adapting the curriculum to student needs and integrating information technology in learning. A relevant curriculum helps students understand the



material better and prepares them for future academic challenges. Fanani's theory by A.Z. highlights the significance of a flexible and adaptive curriculum, and MTs Al Hidayah's implementation of a student-focused curriculum aligns with these principle.

d. Near-complete facilities and infrastructure

MTs Al Hidayah has adequate facilities, such as a complete library, a laboratory, and comfortable classrooms. These facilities support the learning process and provide students with access to the resources necessary for effective study. According to A.Z. Fanani, providing adequate facilities and infrastructure is one of the important pillars in creating a quality educational environment.

e. Teacher Training

Teachers are involved in various trainings directed by the madrasah head. This training aims to improve teacher competency and skills so that they can deliver material more effectively. A.Z.'s theory, Fanani, underlined the importance of professional development for teaching staff as a strategy to improve the quality of education, and the implementation of this training at MTs Al Hidayah reflects a commitment to this principle.

f. SPP Administration Relief

Madrasah principals provide relief in the administration of tuition fees for less fortunate students so that students from various economic backgrounds can access education better. This is an important step to ensure that all students have an equal opportunity to excel. A.Z.'s theory Fanani suggests the importance of social support in education, and this policy reflects attention to the social aspects of education.

g. Bring in expert tutors

Madrasah heads bring in expert tutors in their respective fields to provide additional guidance to students. The presence of expert tutors helps students gain in-depth and specific knowledge in certain fields of study, improving the quality of education at MTs Al Hidayah. This is in line with the principles of A.Z. Fanani regarding the management of educational resources to support academic achievement.

h. Teacher and Student Facilities

Providing adequate facilities for teachers and students supports a more effective teaching and learning process. Adequate facilities create a comfortable and conducive environment for learning, which in turn improves student academic achievement. A.Z.'s theory, Fanani, emphasized the importance of facility support in the educational process.

3. nhibiting Factors (Fanani, 2014b)

a. Budget Limitations

Budget limitations are a significant obstacle to providing adequate facilities and developing teacher professionalism. Limited budgets affect schools' ability to implement programs that can improve student academic achievement. A.Z.'s theory, Fanani, noted that effective management of financial resources is the key to successful education management.

b. Indifference or lack of support from certain partiess

Lack of support from students' parents and the community hinders efforts to improve academic achievement. External support is critical to the success of educational programs, and this inattention can reduce the effectiveness of implemented strategies. A.Z. Fanani underlined the importance of stakeholder involvement in education.

c. High Teacher Workload

A high workload reduces the teacher's ability to provide sufficient attention to each student, thereby reducing the effectiveness of the learning process. Workload overload can hinder the quality of teaching and negatively impact student achievement. According to the theory of



A.Z. Fanani, efficient time and workload management is an important element in increasing educational effectiveness.

d. Limited Access to Technology

Limited access to technology among students and teachers hinders the application of innovative learning methods. Lack of technology can limit the ability of students and teachers to utilize digital resources that can support learning. A.Z. Fanani emphasized the importance of integrating technology in education to improve the quality of teaching.

e. Changes in Education Policy

Frequent changes in educational policies create uncertainty and difficulties in planning programs to improve academic achievement. This uncertainty can disrupt the implementation of planned strategies. A.Z. Fanani pointed out the need to adapt to policy changes to ensure the smooth running of educational programs.

f. Difficulties in Applying Learning Methods

Teachers experience difficulties in implementing varied learning methods. Excessive focus on one method can limit the effectiveness of learning and reduce students' ability to understand the material thoroughly. According to A.Z. Fanani, developing innovative learning methods is the key to improving the quality of education.

g. Expensive Tutor Fees

Adding tutors causes additional costs, which can burden the school budget. These costs can limit a school's ability to provide needed tutors. A.Z. Fanani noted the importance of efficient budget management in education.

h. Difficulties in Online Training

Teachers face difficulties participating in online training, which affects their competency development. Ineffective training can hinder improving the quality of teaching. A.Z. Fanani emphasized the importance of training and professional development for teachers.

i. Limited Understanding of Technology

There are still teachers who do not understand technology well, which can hinder an effective learning process. A.Z. Fanani highlighted the importance of technology skills in education.

j. Not all teachers use IT

Not all teachers utilize information and communication technology (ICT) in the learning process, which limits students' ability to learn digitally. A.Z. Fanani emphasized the importance of ICT integration in education.

k. Insufficient School Land

Limited school land hampers teaching and learning activities and facility development. A.Z. Fanani pointed out that adequate educational infrastructure is important to support the learning process.

l. Lack of extracurricular trainers

Students' opportunities to participate in extracurricular activities that support their academic and non-academic development are limited due to the lack of trainers. A.Z. Fanani emphasized the importance of effective extracurricular management.

m. Inadequate facilities and infrastructure

Facilities and infrastructure that are still inadequate affect the quality of the learning process and school activities. A.Z. Fanani highlighted the importance of providing adequate facilities in education.

n. Lack of teacher awareness about the quality of education



Lack of teacher awareness regarding the importance of quality education can affect the quality of teaching and student achievement. A.Z. Fanani shows the importance of quality awareness in education.

o. Lack of teachers suited for their fields

A mismatch between teacher staff and the field of study taught can affect teaching effectiveness and student achievement. A.Z. Fanani emphasized the importance of placing teaching staff in accordance with their fields.

The Madrasa Head at MTs Al Hidayah Wedoro Glagah Lamongan has implemented various strategies to improve student academic achievement with a comprehensive and planned approach. The main focus of this strategy includes strategic planning, strengthening discipline, teacher training, and innovation in the learning process. Madrasah principals act as managers and mentors who integrate educational leadership theories, such as transformational leadership theory and school-based management models, to create a conducive learning environment. Implementation of this strategy includes revising the curriculum to ensure it is in line with student needs and the latest developments in education. Additionally, we regularly train teachers to enhance their teaching skills, adapt new technology, and utilize a variety of learning methods.

In this context, madrasah principals use a data-based approach to monitor and evaluate student progress and the effectiveness of the strategies implemented. Strengthening discipline in schools is also part of the strategy, emphasizing the importance of consistent rules and reward systems that motivate students to achieve the best results. In addition, madrasah heads encourage the implementation of project-based and case study learning approaches, which aim to develop students' critical and creative thinking skills. By involving parents in the educational process through regular meetings and effective communication, madrasah heads try to create solid support from the environment outside the school.

However, the implementation of this strategy is influenced by several supporting and inhibiting factors that influence its effectiveness. Supporting factors include strong support from the school, such as the school committee and parents, the presence of adequate facilities and infrastructure, and the quality of skilled and dedicated teachers. Madrasah heads also ensure that teachers receive sufficient training and professional development to improve the quality of their teaching. Financial and administrative support from related parties also plays an important role in the smooth implementation of educational programs.

On the other hand, the implementation of strategies can be influenced by several inhibiting factors. Obstacles may include limitations in the application of various learning methods and a lack of understanding of technology by certain teachers. Apart from that, social factors such as inconsistent family support and less supportive learning conditions can also influence student academic results. To overcome this obstacle, madrasa heads need to proactively identify and address these problems with effective solutions. This includes improving technology training for teachers, developing support programs for students facing personal or social problems, and working to improve learning facilities.

Overall, the madrasa head at MTs Al Hidayah Wedoro Glagah Lamongan has implemented a strategy that demonstrates a serious and planned effort to improve student academic achievement. By utilizing a data-based approach, involving all relevant parties, and continuously evaluating and adjusting strategies, madrasah heads strive to create an optimal learning environment. However, it is important to continually monitor and respond to emerging challenges to ensure that all students can reach their best academic potential.



CONCLUSION

The strategy implemented by the Madrasa Head at MTs Al Hidayah Wedoro Glagah Lamongan to improve student academic achievement involves a comprehensive approach that integrates strategic planning, teacher training, and innovation in learning. Through curriculum revisions, regular training for teachers, and the application of project-based learning methods and case studies, madrasa heads try to create an effective and conducive learning environment. Implementing a data-driven approach allows for systematic monitoring and evaluation of student progress, while strengthening discipline in schools emphasizes the importance of consistent rules and reward systems to motivate students. Parental involvement is also an important part of this strategy, with the aim of creating solid external support.

However, in its implementation, there are several supporting and inhibiting factors that influence the effectiveness of this strategy. Supporting factors include support from the school committee, adequate facilities, and the quality of skilled and dedicated teachers. Adequate financial and administrative support also plays an important role. On the other hand, obstacles such as limited learning methods, lack of understanding of technology by some teachers, and inconsistent family support can hinder the achievement of academic results. To overcome this challenge, madrasa heads need to proactively respond and find solutions, such as increasing technology training for teachers and improving learning facilities. These efforts aim to ensure that all students can achieve their best academic potential in an optimal learning environment.

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