

EXPLORING PRINCIPALS' PROFESSIONAL DEVELOPMENT: A CASE STUDY OF PUBLIC MADRASAHS IN INDONESIA

Thesis

Submitted to meet the Graduation Requirements of
Master's Degree MA in Education



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FACULTY OF EDUCATION

UNIVERSITAS ISLAM INTERNASIONAL INDONESIA

DEPOK

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“Verily, there is ease with hardship.”

(94:6)

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ABSTRACT

The quality gap between public general schools and public madrasahs remains an issue of concern. Madrasah principals as the backbone of madrasah are required to enhance their competences through continuous professional development to bring about improvement. Regarding this matter, the study aimed to investigate: 1) the professional development of public madrasah principals; 2) the public madrasah principals' perceptions on the professional development; and 3) the benefits of professional development in improving the public madrasah principals' leadership duties. The study is significant because it sheds light on leadership professional development particularly in Indonesian public madrasahs. In addition, the study promotes knowledge sharing and idea generation among madrasah principals. Employing qualitative case study design, the study obtained the data from semi-structured interviews and documents issued by Indonesian Ministry of Religious Affairs (MoRA). Three public madrasah principals from a city in Indonesia were interviewed to explore the professional development they have done as well as their perceptions on its implementation and benefits. The documents examined were the guidelines of madrasah principals' appointment, continuous professional development, madrasah principals' forum and training modules. The data were analyzed through a six-step thematic analysis that consists of getting familiar with the data, coding, searching themes, reviewing themes, defining themes and making the report. The findings revealed that: 1) The public madrasah principals developed their professionalism through a series of learning programs conducted by MoRA or other institutions, postgraduate study, madrasah principals' forum, research and collaborations; 2) The public madrasah principals considered professional development important for upgrading skills and knowledge and they found MoRA's trainings useful and applicable despite its limitations; 3) The public madrasah principals thought that the professional development has benefited them in executing their daily tasks, such as supervision and administration. To conclude, professional development is crucial in enhancing public madrasah principals' competences. The results indicated that the public madrasah principals had their own comprehension on the leadership areas that were enhanced through professional development. It was also found that the public madrasah principals perceived the advantages of professional development based on their individual needs. The study provides important insights to governing bodies on better management and need assessment of professional development programs for Islamic-based schools' leadership. The madrasah principals are suggested to maximize their potentials and resources in developing their professionalism and competences. Since the study only focused on public madrasah, future studies can explore further from the perspective of private madrasah and hire more school members as participants to yield various findings.

Keywords: principals, public madrasahs, continuous professional development, Indonesia

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ABBREVIATIONS AND GLOSSARY

AKKM	<i>Asesmen Kompetensi Kepala Madrasah</i> or Competency Assessment of Madrasah Principals
BDK	<i>Balai Diklat Keagamaan</i> or Religious Education Training Center
CPD	Continuous Professional Development
DKM	<i>Dewan Kemakmuran Mesjid</i> or Mosque Prosperity Council
HOTS	High Order Thinking Skills
ICT	Information Communication and Technology
KKM	<i>Kelompok Kerja Madrasah</i> or madrasah principals' forum
LPPKS	<i>Lembaga Pengembangan & Pemberdayaan Kepala Sekolah</i> or Agency for School Principal Empowerment and Development
MAN	<i>Madrasah Aliyah Negeri</i> or senior high madrasah
MEQR	Madrasah Education Quality Reform
MI	<i>Madrasah Ibtidaiyah</i> or elementary madrasah
MoRA	Ministry of Religious Affairs
MTs	<i>Madrasah Tsanawiyah</i> , junior high Madrasah
PKB	<i>Pengembangan Keprofesian Berkelanjutan</i> or continuous professional development
PPKM	<i>Penilaian Kinerja Kepala Madrasah</i> or Performance Evaluation of Madrasah Principal
REP	Realizing Education's Promise, MoRA's project of improving Madrasah

CHAPTER I

INTRODUCTION

This first chapter presents the overview of the entire study which consists of the background of the study, the aims of the study, research questions, and research significance. It gives descriptions on why the study was carried out, why it was important and what questions addressed in this study.

1.1 Research Background

In terms of sustainable performance and improvement, sound leadership represents the best of any type of organization. So does in education, leadership is as important as backbone in successfully running an educational institution (Toker, 2022). It plays equally essential role to organizing, managing and leading the school and student to have better outcomes. When the school leaders pay more attention to teaching and learning practice, it has more positive influence to the students. A number of studies found that principal leadership is an ultimate factor in improving the teacher performance as well as the quality of learning (Ahya et al., 2021; Sukandar, 2018). Some impacts of school leadership on student outcomes were evidenced concerning the principal contribution in designing curriculum and conducting teacher professional development (Robinson et al., 2007).

In line with that, professional development is one of the critical areas when it comes to educational institutions. In every aspect of educational environment, development is a need and requires rigorous attention. As Mitchell (2013, p. 390) stated, professional development refers to “the process whereby an individual

acquires or enhances the skills, knowledge and/or attitudes for improved practice”. It comprises a set of learning opportunities to help people improve professionally or technically in the field of their expertise. The format could be either formal trainings held by government institutions or informal learning experiences through individual learning, peer discussion or research undertaken for the sake of individuals, groups, or school growth (Mizell, 2010; Day & Sachs, 2004).

To effectively administer educational institutions as well as improve students and institutional outcomes, school leaders must engage in continual professional development. Principal professional development can enhance students’ achievement, improves overall school performance, and creates trust and job satisfaction for teachers (Chu & Cravens, 2012). Not only these, but a professionally growing principal play undeniable role in teachers’ professional development (Bredeson, 2000) which in return contributes to school and students’ achievements.

Considering the significance of professional development for principals, this study targeted public Islamic schools or madrasahs commonly known as *Madrasah Aliyah Negeri (MAN)* in Indonesia, which are public senior high school institutions under Indonesian Ministry of Religious Affairs (MoRA). They are one of widely-spread formal educational institutions in Indonesia where students learn both scientific and Islamic studies in one place. As a country with the largest majority of Muslims, Indonesia has a great number of madrasahs that have long history of disseminating Islamic education. According to the statistics released by MoRA (2019), there are 83.375 madrasahs diversely located in 34 provinces of Indonesia.

That large number which is likely to keep increasing shows how crucial their existence is.

Despite their significant portion in national education system, public madrasahs are still considered as second-class institutions compared to public general schools in Indonesia (Alawiyah, 2014; Hosnan, 2019; Maskur, 2017; Mariana & Helmi, 2022). The aforementioned studies reported a number of issues occurred in madrasah, such as the disparities between public and private madrasahs, poor management, low quality of human resources and curricular issues. The present study argues that madrasah principals play essential roles in ameliorating the problems. As the backbone of the madrasah, they need to enhance their professionalism by upgrading their skills and knowledge through continuous professional development. It was supported by the previous studies (Junaidi, 2015; Metris et al., 2022; Murtiningsih, 2020) which found some positive effect of professional development trainings or activities on madrasah principals' performance that supported better madrasa management, leadership and students' achievements.

However, there were only few of research touched upon the professional development program for public madrasah principals. Other studies (Huda & Rokhman, 2021; Sugiri, 2022; Siahaan et al., 2021; Norman et al., 2022) had highlighted how important the roles of madrasah principals in improving the education quality. There is the urgency of exploring how the madrasah principals develop themselves in terms of professionalism and competences. With this in mind, this study was aimed to investigate how the public madrasah principals

develop their professional competences and how they perceive the ongoing professional development activities. In addition, this study intended to discover how the professional development has benefited the madrasah principals in enhancing their leadership duties. In this regard, I conducted research under the title: “Exploring Principals’ Professional Development: A Case Study of Public Madrasahs in Indonesia.”

1.2 Research Objectives

The present study investigated the professional development of the principals of public madrasahs in Indonesia. Since public madrasahs include a substantial portion of Islamic educational institutions, principals in these madrasahs are always regarded as the focal point of efficacy in terms of development, madrasah improvement, and student accomplishment. With such powerful and central function, the professional growth of these madrasah principals is a subject of research. The following are the primary aims of the current study:

1. To investigate how the public madrasah principals develop their professional competences.
2. To explore how the public madrasah principals perceive the ongoing professional development activities.
3. To discover how the professional development has benefited the public madrasah principals in improving their leadership duties.

1.3 Research Questions

This study focused on leadership and professional development in public madrasahs at secondary level called as *Madrasah Aliyah Negeri (MAN)* in Indonesia. It discussed the professional development of public madrasah principals in one of the cities located in West Java, Indonesia. The following research questions were addressed in this study:

1. How do the public madrasah principals develop their professional competences?
2. How do the public madrasah principals perceive the ongoing professional development activities?
3. To what extent has the professional development benefited the public madrasah principals in enhancing their leadership duties?

1.4 Significance of the Research

Principals' professional development is an integral part and parcel of educational leadership. It is not only needed for the sake of leaders' professional growth, but also to contribute to holistic development of students and school improvement in general. Islamic schools or madrasahs are making up a larger part of schools in Indonesia. The leadership of these schools plays undeniable role in terms of school management, innovation and collaboration, direction, and influence.

However, it was indicated that there was a gap between the quality of education in Indonesian general public schools and madrasahs (Indonesian Ministry of Religious Affairs, 2010). According to the former Indonesian Minister of

Religious Affairs, Ali (2009), madrasahs' quality of education was lower than general public schools. Therefore, Indonesian Ministry of Religious Affairs (2019, 2022) has been trying to minimize the disparity by conducting several quality improvement agendas, such as empowerment trainings and continuing professional development programs for madrasah teachers, principals, and education personnel.

Meanwhile, there is limited empirical evidence on Islamic schools' leadership professional development (Malik et al., 2021; Jannana & Amini, 2021; Tukiran, 2022). The majority of studies are concerned with madrasah leadership, administration, leadership styles, and teacher professional development. While the question of professional development for madrasah principals has yet to be explored much in the literature, it is critical to do so. The present study contributes to the existing scholarly discussion on leadership professional development particularly in Indonesian public madrasahs as well as knowledge sharing and idea generation among madrasah principals. Generally, it provides important insights to governing bodies on better management and need assessment of professional development programs for Islamic schools' leadership.

CHAPTER II

THEORETICAL FOUNDATION

This section discusses some theories and previous studies regarding educational leadership and professional development. The concepts and findings from previous studies presented in this study are categorized into several main topics which consist of educational leadership, professional development, the role of school principals, professional development of principals, professional development of principals in Indonesia, Islamic education system in Indonesia and professional development of madrasah principals in Indonesia.

2.1 Educational Leadership

Educational leadership although practiced outside classroom environment, but disseminate indirect effective on student learning (Leithwood, 2005). This serves as a chain influencing and impacting each other and eventually leading to students and school improvement (Leithwood et al., 2003). In a broad sense, educational leadership is an umbrella term that encompasses a wide range of duties and school activities, from leading and managing to class and student development. In result, the moment someone enters a school, they associate the atmosphere and culture to the school leadership.

Several models of leadership can be found in educational leadership studies (Leithwood & Duke, 1999). According to Leithwood (2005), two models of leadership are quite explicit in the practice of educator namely instructional and transformational leadership. Brookover and Lezotte (1977) relate the origin of instructional leadership back to the school movement of the 1970s and early 1980s

in the United States. There are three internal practices of the instructional leadership, namely defining the school's mission; managing the instructional program; and promoting a positive school learning climate (Hallinger, 2000; Hallinger & Murphy, 1985; Heck et al., 1990). Basically, these three practices provide overall picture of instructional leadership in a meaningful sense.

On the other hand, transformational leadership models come from the studies of Burns (1978) and Bass (1985). According to Leithwood (2005, p. 10), "All transformational leadership philosophies place a strong emphasis on values and emotions, and they all have as their central mission increasing the ability of the leaders' subordinates' personal commitment to corporate objectives." Transformational models of leadership have been studied (Leithwood & Jantzi, 1990, 1999, 2000, 2006) and provided three main areas of practices i.e., setting directions, developing people, and redesigning organization. These areas in research evidences (Hallinger & Heck, 1999; Conger & Kanungo, 1998; Leithwood et al., 1996) are further broken-down for particular practices in education. Various forms and styles of leadership have been used in schools; however, it is important to recognize that the majority of these leadership styles were adopted for a variety of reasons. Every leadership style has advantages and disadvantages, and there is no single best leadership style because it depends on the situation, obligations, or educational environment, and so on.

Another way of leading focuses on sharing decision making and other leadership level activities with school staff. This is regarded as shared leadership or team leadership, but the commonly used term is distributed leadership (Spillane,

2005). Contrary to traditional notions of leadership, which are based on a person dominating hierarchical structures and hierarchies, distributed leadership is a form of communal leadership in which teachers acquire knowledge via collaborative work (Harris, 2003). Distributed leadership can facilitate the distribution of decision-making authority within a team, especially among those working on the front lines of a school. This strategy empowers individuals closest to the action to make the choices that will have the biggest impacts on their performance by encouraging initiative and teamwork.

Studies on teacher leadership (Wenner & Campbell, 2017; Muijs & Harris, 2003; York-Barr & Duke, 2004; Berry et al., 2005) discuss about teacher leadership as a genuine culture of collaboration, ongoing part of teachers' professional improvement, effort for shared leadership, and organizational development. It is undoubtedly important to think about teacher leadership as a pathway to distribute school leadership and provide promising and committed leaders for the future as most of the school leaders goes through teaching in the classroom first. On the other hand, the worldwide literature makes it clear that the phrase "teacher leadership" has overlapping and conflicting definitions. It is more challenging to achieve teacher leadership's quest for legitimacy within the leadership sector because there is some conceptual ambiguity around what it exactly means.

Teacher leadership, for instance, is described by Wasley (1991, p. 23) as "the capacity to inspire colleagues to change, to do things they would not typically contemplate without the influence of the leader." Teacher leaders "lead within and outside the classroom, identify with and contribute to a community of teacher

learners and leaders, and inspire others towards greater educational practice,” (Katzenmeyer & Moller, 2001, p. 17). Troen and Boles (1992) found professional development, collaboration with others and school improvement impacted by teacher leadership initiatives.

Teachers are one of the factors that influence student achievement in school. As a result, principals must pay attention to and improve teacher professionalism so that when performing their duties, teachers are productive and responsible. Teachers already have the information, skills, and abilities acquired in pre-service education, but they confront a number of challenges over time. To that end, schools must implement a schedule of activities to maintain and develop teacher competency (Silviani et al., 2022). A greater responsibility lays on the shoulders of school principals to help empower and sustain teachers’ leaders as future leaders.

2.2 The Roles of School Principals

Every school has a single administrative officer, a principal, who is in charge of the school’s activities. In small schools, the person may also teach part-time. There may be one or more assistant principals in large schools depending on the need for school affairs. A number of department chairpersons, a school advisor, a social worker, a school psychologist, a diagnostician, and so on may be included in the administrative hierarchy. According to Lunenburg (2010), a school principal’s duties or scope of work in a specific school include a variety of functions. They include leadership roles, administrative roles, management skills, task dimensions, human resource activities, and teaching at times, each of the above functions has its

own set of sub-activities that school principals must perform; for example, in their leadership function, they must plan, organize, lead, and monitor.

Most of the scholars consider overall and holistic development of school and students depend on school leadership and their capacity to innovate and create practices resulting in fruitful outcomes for schools. Balyer (2016) argues that school principals are custodian of the educational community that have thorough understanding of socio-political and cultural context. On the other hand, Barkman (2015, p.17) suggests that great school administrators “...hold themselves and others accountable for student learning and create a safe, welcoming culture within their school.”

While being at such an important role, school leadership development is a matter of concern. Several studies (Peterson, 2002; Nasreen & Odhiambo, 2018; Rowland, 2017; Duncan, 2013) have pointed out the importance of designing and planning of professional development program for school principals. Current practices of professional development in schools encompass not only school management and leadership, but also the pedagogical aspect of the development (Liebowitz & Porter, 2019; Meraku, 2017). Undoubtedly, the principals’ complete preparation and adequate professional development impact the strength of their capability to carry out responsibilities effectively. They are required to keep their professional activities up to date, enhance their career, and bring positive changes into the school they are running.

2.3 Professional Development

In most of the literature, professional development has been alternatively used in terms like skills training, personnel development, continuing education, and others. According to Bredeson (1988, p. 4), “professional development refers to learning opportunities that engage creative and reflective capacities to strengthen their practice.” This definition encompasses a broad understanding in relation to the practice of school by teachers or school principals. In the sense that professional development not only arises creative, but also reflective capacities to the development of the practice, but the definition singly focuses on the practice meaning that other areas elaborated in the following definition are not deemed necessary to professional growth.

Meanwhile, Fraser et al. (2007, p. 157) defines professional development as “process that results in specific changes in the professional knowledge, skills, attitudes, beliefs or actions over a longer period of time.” This definition brings most of the areas under its coverage that are considered important for professional growing and running education. Another definition comes from Evans (2011, p. 867) that states “professional development is a process whereby people’s professionalism may be considered to be enhanced with a degree of permanence the exceeds transitoriness.” The above definitions put time central to bringing changes in their practice or growth.

Professional development comes as adult learning since it contributes to administrator, teacher, and student learning (Zepeda, 2011). Adult learners, according to Knowles (1978), have nine main characteristics, including control over

their learning, immediate utility, a focus on issues that matter to them, testing their knowledge as they go, anticipating how they will use it, performance improvement expectations, making the most of their resources, requiring a collaborative, respectful, mutually beneficial environment, and relying on information that is age- and developmentally appropriate. Principals, as adult learners, have the aforementioned traits, which surely contribute to professional development. Performance improvement, resource utilization, and other characteristics can be incorporated into and examined as part of professional development programs for better principal development.

2.4 Professional Development of Principals

Professional development is a continual process of getting acquainted with and actualizing upgraded skills and practices in educational leadership. Studies into educational leadership provide insights into the importance of ongoing professional development for school leaders. Emphasis on professional development for school principals is one way to promote school effectiveness. As stressed by Retna (2015), professional development is any sort of activities which seek to improve professional knowledge, abilities, and attitudes that will boost performance in a future role. It is necessary to be held for the sake of school success. Despite the fact that the principals' performance and professional growth are closely connected, they have somehow been overlooked and understudied.

In line with that, Jameson (2015) pointed out that there is a lack of attention in leadership with regard to pedagogy and Information and Communication Technology (ICT) despite the rapid growth and massive usage of digitalization. He

highlighted the necessity of pedagogic e-leadership as well as distributed leadership. In this fast-growing digital world, educational leaders should apply innovative e-learning in the most effective way to bring about the school improvement. It could be done through a series of professional development which focuses on training and coaching the staffs to be proficient in advanced ICT used for teaching and learning practice. Furthermore, he developed an e-leadership framework that not only involves school-level individual leaders but also government officials at district level since the successfulness of a program requires good collaboration between all related parties.

A study carried out by Darling-Hammond et al. (2009) investigated how policy is oriented to provide opportunities for school leaders for professional growth, the use of experienced principals as catalysts in the process of developing school leadership, and the principals' ideas about their own professional development. The survey highlighted the professional standards for development programs. They argued that many educational policies in the U.S. do not include the opinions of principals on how to improve; instead, they simply concentrate on the development goal for which they were designed. In fact, from the perspective of principals themselves who have experienced the areas of weakness in their principalship at school, professional development that is based on the needs of the schools, teaching and learning, and students' outcomes should be the issue of attention for policy.

Another notable research was conducted by Huggins et al. (2021) through their longitudinal research which enlightened us about the possible effect of

leadership coach on school leadership development. They observed eight senior coaches who have more experiences in school leadership giving training to less-experienced school leaders in a 3-year research practice partnership conducted in 12 underprivileged high schools and two universities. The findings showed that their leadership coaching abilities were improved through community-based activities and experiential learning. Additionally, leadership coaching can be one of the ways in improving leadership capacity as evidenced in the study.

Meanwhile, the issue raised in the study carried out by Espuny et al. (2020) is regarding the challenges faced by school principals in Portugal. There were sixteen principals interviewed and they revealed that the duty of the principals was getting complicated and demanding. They received pressures from different angles especially in achieving academic standards of their schools while in fact they did not get proper support and facilities. Espuny et al. (2020) stated that professional development for the principals should be in line with the issues they faced, meaning that it should be designed by context.

Similar concerns were obtained from a study held by Chu and Cravens (2012) examining the difficulties confronting Chinese principals and their schools. They also investigated the Chinese national reform mandate for teaching young principals in order to manage the schools better. The focus of this paper is on strategic initiatives recommended to strengthen school principals in China. According to Chu and Cravens (2012), China's educational quality improvement has created obstacles for both schools and principals. The article expressed principals' worries, since the goal and implementation of a new policy present

impediments for principals. While the new policy in its many provisions is an important consideration, the concerns of principal development remain a crucial issue in order to prepare them for achieving policy imperatives and altering Chinese school education.

School principals in Pakistan also encountered some challenges in receiving continuous professional development as reported by Nasreen & Odhiambo (2018). The researchers combined quantitative and qualitative method employing thirty randomly chosen secondary school principals from Lahore, Pakistan for filling out questionnaires and sitting for interviews. As result of the mixed method study, it was found that the content design and process of professional development needs improvement along with principals' dissatisfaction from the training subject matters and continuous professional development opportunities.

Another interesting work on educational leadership came from a comprehensive literature review by Edge (2014). She shortlisted 45 research concerning Generations at Work (GAW) mostly coming from entrepreneurial and organizational sociology and psychology areas. The generations being discussed here are Baby Boomers, Generation X and Generation Y. The author intends to examine whether the existing evidence shows any generational differences in terms of their ways in dealing with their work/life balance, authority, collaboration and career planning. Particularly, the study analyses the findings using the three elements of the newly revised Ontario Leadership Framework (OLF) namely stimulating professional growth and capacity, building collaborative cultures and

establishing work conditions in order to provide implications for school leaders and future studies.

The study by Edge (2014) has started discussion on the issue of Generations at Work (GAW) at schools which had not been addressed that much. It also brings insights that contribute to leadership practice as well as possible agenda that could be covered by future research. However, as the author clarified in the article, the research findings reviewed is not diverse in setting since most research are conducted in the U.S. This review raised awareness on the existence of generational differences at school organization. Furthermore, one of the points in the leadership framework also states the importance of professional development which becomes the main topic of this present study.

All in all, this section has reviewed a vast literature supporting the positive influence of professional development for school leaders which leads to school improvement. Maintaining a rigor view on professional development through policy initiative is an important aspect for educational department to improve schools. There are several areas which require attention and await to be unearthed, particularly in terms of the effectiveness and the evaluation of professional development program towards the leadership capacity. It is important to note that professional development that is implemented meets the needs of the principals. Therefore, exploring the principals' perceptions on the type of professional development that they deem necessary for their leadership practice is also worthwhile to be explored in the present study.

2.5 Professional Development of Principals in Indonesia

Sumintono et al. (2019) discussed how Indonesian principal leadership practice has transformed gradually determined by political, historical and socio-cultural aspects. In Dutch colonial era, the education system was mainly controlled by the colonial government and did not benefit indigenous people. Indonesians started to get opportunity in school management during Japanese colonials due to limited number of educators. It continued until the 1950's after the independence, some establishments were made in terms of school capacity despite the old assessment regulation. Around 1960's, in-service training for principals was conducted and it brought some improvement.

Sumintono et al. (2019) further explained that during New Order era, there was a political as well as economic chaos which affected school management to rely on parents' financial support. By 2005, the concerns on fund transparency and accountability were demanded since there were reports about certain principals who used school money for their own advantages. Fortunately, the government established Agency for School Principal Empowerment and Development (LP2KS) in 2006. However, Sumintono et al. (2015) reported that the principals were still facing several problems with regard to LP2KS program. Pressures made regardless tight budget and lack of competence hindered the effectiveness of the program. On top of that, competitive selection process had led particular people performed misconducts like using their political or friendship connection in order to get their own benefits.

Using similar historical perspectives, the systematic literature review by Gaol (2021) aimed at examining the practice of school leadership in Indonesia from 2004 to 2019 with regard to its problems as well as offering the solutions. The data were collected from 16 articles published by reputable international journals. They consist of eight core Educational Leadership and Management (EDLM) journals and one Asia Pacific Journal of Education (APJE). A number of issues reported from the results, namely a lack of capacity to lead and manage schools, insufficiency of published studies, and the inappropriateness of principal selection processes. As for the solutions, the study proposed the government to build training centers for principals' development program in all the provinces of Indonesia, do collaboration with scholars from all over the world, and enhance the procedure of principals' recruitment.

Other findings were gained in relation to the effectiveness of online Continuous Professional Development (CPD) for primary and secondary school principals. Sukarno and Sumarwati (2020) claimed that the online CPD program is beneficial in improving the principals' knowledge and skills in general. Yet, several hindrances occurred in terms of internet connectivity, lack of technical ability in operating the system and unsuitability of the materials. Thus, they suggested that the principals' competencies and school internal evaluation also have to be the points of consideration in recruiting the participants, not only the recommendation from the school supervisors. It is also advised that the materials should be chosen according to individual's needs instead of the grade and region.

Moreover, research carried out by Noor et al. (2020) explored the implementation of academic supervision performed by school principals towards the teachers. The purpose of the monitoring is for enhancing teaching and learning quality. It was revealed that the principals conduct the supervision according to the correct guidelines (planning, implementation, reporting, and follow-up results of the supervision). However, they find difficulties in managing the time due to the heavy workload. The findings of the research also indicated the key role of school principals in improving teaching effectiveness that also leads to the students' learning outcomes. It aligns with the findings obtained from Amzat et al. (2022) which revealed that principals' instructional and distributed leadership have direct effect on teachers' professional development. They suggested that leadership development should become the focus of school improvement and emphasized the need of professional development for school leaders especially in terms of instructional and distributed leadership.

To conclude, there has been several studies done with regard to the professional growth of principals in Indonesia. Most studies found common ground in the importance of professional development for school leaders. Nevertheless, much work still needs to be done. Regular monitoring and evaluation on school leadership needs to be implemented seriously to ensure the effectiveness of the professional development program. In addition, more research is needed to explore not only secular schools but also faith-based schools including Islamic schools or madrasahs, since they are also part of national educational system which contribute to educating a large number of future Muslim generation in Indonesia.

2.6 Islamic Education System in Indonesia

According to Hefner (2008), Islamic instruction began in Indonesia around the 13th century in the form of Quranic study in rural communities' mosques, religious instructors' homes, and prayer rooms. Later, pesantren and pondok (mostly in Java and Kalimantan), surau (in West Sumatra), dayah (in Aceh), madrasah and sekolah Islam (Islamic schools) began to proliferate throughout Indonesia. Pesantren, Pondok, Surau, and Dayah are examples of 'traditional' Islamic educational institutions that may have existed since the arrival of Islam in Indonesia (Azra, 2014).

In general, there are three types of Islamic-based schools in Indonesia: pesantrens, madrasah, and sekolah Islam. The oldest are pesantrens, which are regarded as the hub of Islamic knowledge and a source of Islamic scholars and teachers. Pesantrens primarily teach classical Islamic studies such as the Quran, hadith, law (Fiqh), mysticism, and Arab sciences. Pesantrens are further classified as traditional, modern, or self-sufficient (Azra et al., 2007). Another type, Sekolah Islam, is a sort of school that emphasizes on the transmission of Islamic knowledge as well as the instillation of Islamic values and ethos (Tan, 2004). Many of them are located in cities and serve Muslim students from middle-class families. Their popularity stems from middle-class parents' desire to provide their children with a modern Islamic education with a high academic standard in general subjects within an Islamic environment (Burhanudin & Jamhari, 2006).

The other type of Islamic school in Indonesia is madrasah. Madrasah is a general term for an Islamic college or institution, but in the context of Indonesia, it

refers to an Islamic day school. Madrasahs in Indonesia range from *Madrasah Ibtidaiyah (MI)* or elementary school level, *Madrasah Tsanawiyah (MTs)* or junior high school level to *Madrasah Aliyah (MA)* or senior high school level. They mix conventional religious education with general components. Madrasahs play an essential role in building the nation's characters through instilling Islamic values as well as teaching general knowledge (Alawiyah, 2014). Approximately, 90% of the madrasahs in Indonesia are mostly owned by independent foundations called private madrasahs. On the other hand, only around 10% of these madrasahs are government-owned called as public madrasahs. This current study focuses on this type of Islamic school, commonly known as *Madrasah Aliyah Negeri (MAN)*, which is the senior high school level of public madrasahs.

2.7 Professional Development of Madrasah Principals in Indonesia

Despite their influential role in Indonesian education, madrasahs are still regarded as second-rate educational institutions in Indonesia (Alawiyah, 2014; Maskur, 2017; Mariana & Helmi, 2022). It was caused by issues of madrasah which have two layers. Firstly, madrasah as the institution itself has a number of critical concerns. Aforementioned studies discovered that there is a gap between public and private madrasahs, poor management, low quality of human resources, and curricular issues. Secondly, madrasah principals' challenges in leading public madrasah.

The results of previous studies (Junaidi, 2015; Murtiningsih, 2020) showed existing struggles to bring about positive and professional changes in madrasa principals. These studies also reported positive effect of professional development

and training on madrasah principals that supported better madrasa management, leadership and students' achievements. On top of that, Hosnan (2019) found that public madrasah principals' self-ratings of competency were lower than public general school principals' "for all competency indicators including managerial, entrepreneurship, supervision and teaching and counselling dimensions" (p. 393). In sum, there is an urgent need for the improvement of madrasah leadership and management which enhances the quality of madrasah education in general.

Regarding the aforementioned issues, the initiative for Madrasah Reform was launched by Indonesian Ministry of Religious Affairs (MoRA) that regulates the policy and continuous professional development for teachers, madrasah principals and education personnel (Indonesian Ministry of Religious Affairs, 2021). As stated by Anwar (2022), MoRA is implementing a project called Realizing Education's Promise: Support to Indonesia's Ministry of Religious Affairs for Improved Quality of Education (Madrasah Education Quality Reform) – which is abbreviated as REP or MEQR. This component of madrasah reform initiative has opened the doors for madrasah principals to continue develop professionally. A number of programs have been conducted by MoRA for enhancing the competences of madrasah principals which are described in the following paragraph.

There is *Pendidikan dan Pelatihan Calon Kepala Madrasah*, which is a set of learning activities intended for madrasah principal prospectives that involves both theories and practice in terms of knowledge, attitude, and skill needed for the personality, managerial, entrepreneurial, supervision, and social competences. Besides, there is another program called *Diklat Penguatan Kepala Sekolah/*

Madrasah which are educational trainings for empowering madrasah principal capability. In addition, MoRA also holds *Pengembangan Keprofesian Berkelanjutan* (continuing professional development) for madrasah educators and establishes *Kelompok Kerja Madrasah* (Madrasah Principals' Forum) where madrasah principals could share each other's expertise.

To sum up, madrasah makes up a very large portion of Indonesian education system. This Islamic-based institution is highly trusted by Muslim communities in Indonesia. They have been disseminating Islamic education as well as general education from a very long ago. However, studies found a number of concerns such as the lack of madrasah principals' competences, low quality of madrasah education, and others. In order to cope with these challenges, madrasah in Indonesia needs competent and professional leaders to bring about madrasah improvement.

While several studies have also found madrasah principals management, leadership style, and supervision as areas of concerns, the study argues that madrasah principals' professional development is an essential element for a positive change in public madrasahs. The argument here is based on several dimensions. Opportunities of professional development are available for madrasah principals and it directly affects principals. It is crucial to see from their perspectives into professional development as well as explore their needs and perceptions for professional development. It is also important to investigate how professional development has benefited their leadership duties. Besides, there is a lack of available literature on this issue. This gives importance and need to the present study to explore professional development of madrasah principals.

CHAPTER III

RESEARCH METHODOLOGY

This third chapter outlines the methodological aspects employed in this study including the research approach, research design, data collection techniques, research sites and participants, data analysis, and ethical consideration.

3.1 Research Approach

Qualitative research, according to Creswell (1994) is “a process of inquiry to comprehend a social or human problem based on developing a comprehensive, holistic picture, produced with words, conveying specific viewpoints of informants, and undertaken in a natural context” (pp. 1-2). Similarly, Yilmaz (2013) puts qualitative research as “an emergent, inductive, interpretive, and naturalistic approach to the study of people, cases, phenomena, social situations, and processes in their natural settings” (p. 312).

Likewise, qualitative research is understood as to comprehend human experiences from a humanistic, interpretive perspective (Jackson et al., 2007). The above-mentioned definitions of qualitative approach focus on inductive, individualized, and interpretive methods of data collection and analysis, and the research site comes in the form of natural environment. Meanwhile, Bogdan and Biklen (1997) mentioned five characteristics namely naturalistic, descriptive data, concern with process, inductive, and meaning inherited to qualitative research.

In the present study, the author’s main reason behind using qualitative approach is to adopt a humanistic and interpretive perspective to the phenomena and processes of Islamic schools’ leadership professional development. Since

professionally growing is an essential element of well-rounded school leadership, it is important to hear, observe, and situate Islamic school leadership viewpoints, ideas, and experiences on professional development. Qualitative research comes in handy for this study in terms of exploring Islamic school leadership in their natural setting i.e., the school they are leading. It is also relevant to the aim of this study and comes to be effective in analyzing descriptive data through the process of thematic analysis.

3.2 Case Study Design

According to Creswell (2012), case study research is a technique in which the researcher analyzes one or more bounded systems (cases) across time through in-depth data gathering that involves a variety of information sources and results in a case description and case-based themes. Case study research is “an empirical enquiry that analyzes a current phenomenon in its real-life setting; when the boundaries between phenomenon and context are not readily visible; and in which many sources of information are utilized” (Yin, 1984, p. 23). Case study research enables the examination and comprehension of difficult subjects. It can be regarded as a reliable research technique, especially when a comprehensive, in-depth inquiry is needed.

The case study method is a well-known tool in many social science studies, but it takes on greater significance when problems with education (Gulsecen & Kubat, 2006), sociology (Grassel & Schirmer, 2006), and community-based issues (Johnson, 2006) are discussed, such as poverty, unemployment, drug addiction, illiteracy, and so on. According to Yin (1984), there are three categories of case

studies namely exploratory, descriptive, and explanatory. In plain words, exploratory case studies explore the natural phenomenon, descriptive case studies describe the phenomenon, while explanatory case studies explain a phenomenon both on surface and deeper level.

For this particular study, Yin's (1984) exploratory case study design is applied to investigate the phenomenon of principals' professional development in the data that piques the researcher's curiosity, collected through interviews and observation. The researcher doing an exploratory case study on principals' professional development will enquire broadly about their managerial, interpersonal, and leadership capacity development. These broad inquiries are aimed to pave the way for a deeper investigation of the phenomenon of professional development. Pilot studies are considered good examples of exploratory case studies (Zainal, 2007). In this current study, the researcher conducted a pilot study on principals' professional development to set the stage for deeper understanding and investigation of the phenomenon.

3.3 Data Collection Techniques

The study converges two different sources of data collection namely interviews and documents. The resources used in this study would mostly be semi-structured interviews with the MAN principals as well as the professional development documents for MAN principals. Each data collection technique is described in the following sections.

3.3.1 Interviews

Interviews are considered to be one of the most commonly used instruments for collecting qualitative data. A variety of interviewing techniques currently employed in various disciplinary perspectives which provides a significant variation the techniques of interviews (DiCicco-Bloom & Crabtree, 2006). According to Dawson (2009), interview comes in three different formats i.e., structured, unstructured, and semi-structured. Unstructured on in-depth interviews provides a holistic understanding of the interviewee's point of view of experience. While in semi-structured interviews, the researcher finds out specific information in order to contrast and compare to other interviews. On the other hand, structured interviews are completely structured in nature and ask the interviewee a series of fixed questions and the interviewer will ask and tick a box to that question.

The study mainly collected data using qualitative semi-structured interviews with the selected three public madrasa principals. The interviews with the principals are aimed to gain deeper understanding on the way the principals develop their professional development, their perception on the ongoing professional development as well as their expectation about future professional developments, and the benefits of this professional development on the principals' leadership duties. It helps provide a holistic picture of the school leadership professional development practice.

3.3.2 Documents

Furthermore, the present study employed data collection through documents of the professional development training materials. The materials from professional

development program that the principals receive were analyzed for investigating the types of competences being trained and finding out whether the contents suit to the principals' needs. Besides, documents containing the requirements of madrasah principal selection and the technical instruction of madrasah principals' professional development were also analyzed. It was aimed to see what attributes are expected from a madrasah principal and whether they are accommodated in the professional development of madrasah principals. Lastly, the findings from interviews and document analysis were carefully synthesized in order to obtain the answers of the three research questions.

3.4 Validity and Reliability

Since it is important to bring validity and reliability in the research, the present study employed triangulation by means of interviews and document reviews. Triangulation is the process of using several techniques or data sources in qualitative research to create a thorough understanding of a phenomenon (Patton, 1999). Triangulation has been considered as a qualitative research technique to examine validity by bringing together data from many sources.

Four different types of triangulations were distinguished by Denzin (1978) and Patton (1999) comprising technique triangulation, investigator triangulation, theory triangulation, and data source triangulation. In this study, the data source triangulation was applied by interviewing more three participants and reviewing several documents. The various data sources were merged or put together as pieces of puzzle to clearly understand and explore public madrasah leadership professional

development. Moreover, to ensure the trustworthiness of the data, the results of the interview were also consulted with the participants.

3.5 Research Sites and Participants

The study took part in three public senior madrasahs in West Java, Indonesia. The madrasahs in this study were selected based on two criteria, the government-owned madrasah under MoRA and the principal's experience and active participation in professional development program. There were three madrasahs which fulfilled the criteria and the principals were willing to be research participants. The principals were interviewed to find out the procedure of becoming principals, their professional development, their perspectives on professional development, and professional development as enhancer of leadership duties. For the confidentiality and anonymity reasons, the study used pseudonyms with initials. These three madrasahs are called Madrasah A, Madrasah B, and Madrasah C, while the principals are called Principal A, Principal B, and Principal C.

Madrasah A is one of the oldest public madrasahs in the particular city of West Java, Indonesia where the study took place. This madrasah has been playing a foundational role in delivering Islamic and secular education for more than seventy years. Before functioned as public madrasah, it used to be a public education for Islamic teachers' prospectives. The name of the madrasah was changed a couple of times. In the meantime, it has 27 classes which consist of two types of concentration, mathematics and natural science and social science. The madrasah had enrolled 357 male and 586 female students up to this academic year.

Madrasah B was initially established approximately sixty years ago as the preparation school for public Islamic institute. It was later turned into a public madrasah with a mission to be an institution that could create a competitive, independent, and religious generation. The madrasah location moved twice along the history. There are 75 personnels consisting of civil servant teachers, civil servant educational staff, temporary teachers and temporary staff. According to the data on new students' admission of 2022/2023, the number of new students applying to this madrasah has reached the highest number from 371 to 405 since 2017. The current number of students at Madrasah B is 310 male and 486 female students.

The third madrasah, Madrasah C, had been operated for more than forty years. The Madrasah was built with a motto: work hard, work smart, and work wholeheartedly. The development of madrasah is the result of hard work and generosity of the founders, educational personnels, society, parents including local and central government. There are various majors offered in this madrasah, namely Islamic education, language and culture, mathematics and natural science, and social science. Most of the teachers hold bachelor's degree and some are master's degree holders. Currently, the madrasah has 12.046 students in total which makes this madrasah has the highest number of students compared to Madrasah A and B.

Meanwhile, the three principals are all males aged between 50 to 59. Two of the principals hold a Master's degree in Islamic educational management while one principal has a Bachelor's degree in mathematics education. Their job tenure as principals varied from six to seventeen years. Two of the principals, namely

Principal A and Principal B had also been appointed as the Head of *Kelompok Kerja Madrasah (KKM)* or madrasah principals' forum during their principalship. Both of them actively participate in a societal activity, such as in *Dewan Kemakmuran Mesjid (DKM)* or Mosque Prosperity Council in their neighborhood. Meanwhile, Principal C had managed different public madrasahs around the city and considered as a respected senior or elder among his neighbors. The demographic information of the participants is presented in the following table.

Table 1

Participants' demographic information

No.	Participants	Gender	Age	Level of education	Managerial experience
1	Principal A	Male	58 years old	Bachelor's degree	11 years
2	Principal B	Male	54 years old	Master's degree	6 years
3	Principal C	Male	59 years old	Master's degree	17 years

3.6 Data Analysis

In qualitative data analysis, the large amount of data from interviews or observation needs to be described and summarized so the researcher could find connection between themes in relation to the biological characteristics of the respondents (Lacey & Luff, 2001). Graue (2015) puts qualitative data analysis as “the process of describing, categorizing, and connecting phenomena with the researcher's concepts” (pp. 7-8). Meanwhile, Adair and Pastori (2011) argued that qualitative data analysis strongly connects to internal and external, knowledge, and

decisions about interpretation and practical compromises regarding labels and meanings. Apart from that, Attride-Stirling (2001) separated the analysis in qualitative research into three stages namely, the reduction of the text, the exploration of the text, and the integration of the exploration. This is not only the main way to conduct qualitative data analysis, a variety of other ways are also used to analyze qualitative data (Attride-Stirling, 2001; Braun & Clarke, 2006).

On the part of this present study, the research adopted the six-phases thematic data analysis (Braun & Clarke, 2006). This aligns with the purpose of exploring Islamic school leadership professional development. It was intended to create a comprehensive picture of the professional development of these school leaders; hence the aforementioned steps of qualitative analysis were applied to generate meaningful themes from the data collected by going through the data on the six phases. The rationale behind using thematic analysis is the flexibility it offers to go back and forth the data. Since the study focused on semi-structured interview as the tool for data collection, thematic analysis helped bring flexibility to analyze the data step by step. The six-phase thematic analysis is illustrated in the following table (Braun & Clarke, 2006, p. 87):

Table 2

Phases of thematic analysis

Phase	Description of the process
1. Familiarizing yourself with the data:	Transcribing data (if necessary), reading and re-reading the data, noting down initial ideas.
2. Generating initial codes:	Coding interesting features of the data in a systematic fashion across the entire data set, collating data relevant to each code.
3. Searching for themes:	Collating codes into potential themes, gathering all data relevant to each potential theme.
4. Reviewing themes:	Checking if the themes work in relation to the coded extracts (Level 1) and the entire data set (Level 2), generating a thematic ‘map’ of the analysis.

- | | |
|--------------------------------|--|
| 5. Defining and naming themes: | Ongoing analysis to refine the specifics of each theme, and the overall story the analysis tells, generating clear definitions and names for each theme. |
| 6. Producing the report: | The final opportunity for analysis. Selection of vivid, compelling extract examples, final analysis of selected extracts, relating back of the analysis to the research question and literature, producing a scholarly report of the analysis. |
-

Braun and Clarke's (2006) six phases of thematic analysis helped the researcher follow a structure for analyzing the data. The six phases elaborate on the overall technique of the data analysis. First, the researcher familiarized herself with the data in order to better understand and see what was obtained from the participants. Later, code generating helped to assign particular codes to each and every response that was gained from the participants. It made the data connected as whole to the themes network of the study. At the final stage, coding was performed to search for themes in the data, review and combine similar themes, and give them definition or explanation.

3.7 Ethical Consideration

Ethical considerations are one of the most important aspects of the research. Dissertations may even fail if this section is missing. According to Bryman and Bell (2007), the ten points listed below represent the most important ethical considerations for thesis:

1. Participants in research should not be subjected to any form of harm.
2. The dignity of research participants must be prioritized.
3. Prior to the study, participants' full consent should be obtained.
4. The confidentiality of research participants must be protected.
5. The confidentiality of the research data should be ensured.

6. Individuals and organizations participating in the research must maintain their anonymity.
7. Any deception or exaggeration about the research's goals and objectives must be avoided.
8. Affiliations of any kind, funding sources, and potential conflicts of interest must all be disclosed.
9. Any research-related communication should be done with honesty and transparency.
10. Any misleading information, as well as biased representation of primary data findings, must be avoided.

This study is fully committed to adhering the aforementioned points of ethical consideration and to make the study carried out in effective manner without causing any confusion, misleading, or harm in any way. Apart from this: (1) Respondents' voluntary participation in the research is critical, and participants have the right to withdraw from the study at any time if they do not feel comfortable. (2) Respondents should participate based on their informed consent.

The principle of informed consent requires researchers to provide individuals with sufficient information and assurances about participating in the study. It is significant for them to understand the implications of participation and make a fully informed, considered, and freely given decision about whether or not to participate, without the use of any pressure or coercion. Prior to the data collection, the researcher carefully informed the participants and obtained their oral and written consents in which they signed.

CHAPTER IV

RESULTS AND DISCUSSIONS

This chapter provides a thorough examination of the information gathered while doing the interviews with *Madrasah Aliyah Negeri* (MAN) principals in one of the cities located in West Java, Indonesia. It investigates the themes, patterns, and trends that the study revealed, offers insightful information on the practices already in use, any gaps, and prospective solutions for the professional development of Indonesian public madrasah principals.

4.1 Results

This section will present the results generated after applying thematic analysis of the interviews transcript of the madrasah principals. The findings provide insights and valuable leadership areas under the focus of professional development in Indonesian public madrasah. It also covers significant areas of existing professional development programs' strengths and weaknesses as well as suggestions for policy makers and educators to improve the professional development options accessible to madrasah principals.

In addition, the results of the document analysis serve as another source of the findings. These documents mostly consist of training modules, the selection criteria of madrasah principals, the guidelines of madrasah principals' appointment, vice madrasah principals' appointment, the implementation of continuous professional development for madrasah principals as well as madrasah principals' forum according to Indonesian Ministry of Religious Affairs (MoRA)

4.1.1 Madrasah Principals' Professional Development

The findings here contribute to answering the first research question of the study namely “How do the public madrasah principals develop their professional competences?”. The results of analysis were divided into several sub-sections to provide a clear picture of the trainings and professional development activities the principals are undergoing. This section covers the procedure of becoming a madrasah principal, MoRA’s continuous professional development, madrasah principals’ forum and other related activities with regard to professional development of madrasah principals. In the following section, each one of them is explained and presented in thorough details.

4.1.1.1 Procedures of Becoming a Madrasah Principal

The researcher had explored into the process of becoming madrasah principal through the voice of the principals interviewed in this study as well as the related documents. This provide a picture of how reaching the position of principalship is and what are required on the part of professional development and certificates of trainings. For all three principals being interviewed in this study, the process of becoming a madrasah principal started with occupying the teaching position first. All of these principals had a background of more than 10 years of teaching. According to them, it was important for them to establish themselves as well-rounded teacher before going through to vice principal position.

On the other hand, getting into the vice principal position depended on the selection from the principal of the time. As stated by the principals, the selection for becoming a vice principal comes from the principal who nominates teachers

from the teaching staff. The selection process should align with the requirements set by the MoRA for becoming a vice principal. The nomination was based on the expertise in a particular area like academic and curriculum, student affairs and discipline, and public relation.

Later, they are allowed to participate in a selection test for madrasah principal candidates conducted by MoRA. Vice principals who have at least 2-year experience are eligible to take part in the selection. Those who pass the selection and fulfill the requirements would be appointed as madrasah principals. All of these principals went through similar three stages. First of all, the principals were all teachers and later they were promoted to the vice principal position and finally went through the formal procedure to become the principal of the madrasah.

Apart from that, each of these principals took part in principalship training programs after being selected as the prospective principals. According to the principals, these educational training focused on issues related to be an educator, innovator, leader, manager and administrator. These were important areas of principalship at the madrasah they should apply. These trainings were provided by *Balai Diklat Keagamaan (BDK)* or Religious Education Training Center of MoRA in West Java. The required duration of trainings was 42-hours lasting for a couple of days. Similarly, after they were appointed as principals, some other obligatory trainings were organized for these madrasah principals through the same government institution, reaching approximately 81 hours. As Principal B (May 25, 2023) stated,

After passing the competence assessment, I was required to join a 42-hour substantive educational training held for public madrasah principal candidate. It was conducted by *Balai Diklat Keagamaan Provinsi Jawa Barat* (Religious Education Training Center of West Java Province) that lasted for a couple of days.

Indonesian Ministry of Religious Affairs (MoRA) has a set of rules and requirements for becoming a principal in a public madrasah. Although the requirements are quite different for urban and rural communities, but still, some of the basic requirements remain the same. Based on the regulation released by MoRA's Islamic Education Director Number 3932 (2021), there are several conditions put forward for prospective madrasah principals; the requirements for madrasah principals' candidates, the preparation of madrasah principals' candidates, the education and trainings of madrasah principals' candidates, and the appointment, the office term and the dismissal of madrasah principals.

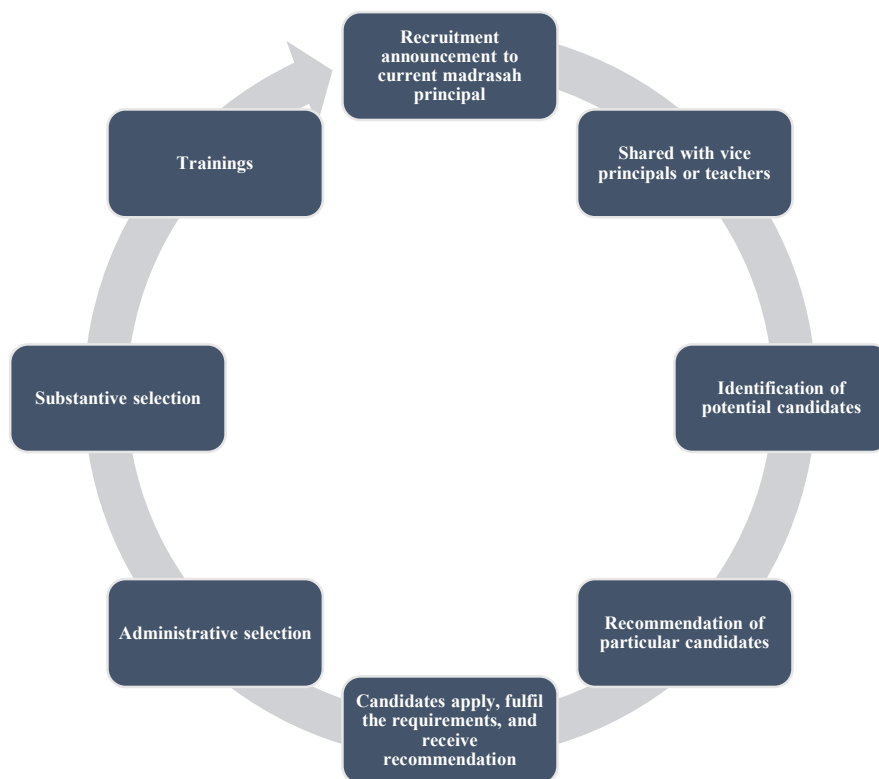
On the part of the requirements for madrasah principals' candidates, they are similar to what the study participant principals shared in this study. Only one element of the requirements that is different to what principals shared is prioritizing those candidates who have experience of professional development trainings. The regulation also states that the requirements differ for public and private madrasah principal candidates in terms of the appointment location and teaching experience. The candidates should have 9-year teaching experience for public madrasah principal position in urban area and 4-year teaching experience for the rural area. On the other hand, the requirement of teaching experience for private madrasah principal position is 6 years in urban area and 4 years in rural area.

Furthermore, the preparation element of the regulation states selection, recruitment, process, and education and trainings of madrasah principalship

candidates. The preparation process consists of several stages. One proposes a candidate, and then the selection takes place which leads to the training of the madrasah principal. In the selection process, the regulation gives strong emphasis to gender equality and a female candidate would be prioritize over male candidates. The preparation process of madrasah principals is depicted in the following figure:

Figure 1

The cycle of madrasah principals' preparation



After the prospective candidate completed the above cycle of preparation and completed the final stage of trainings, he/she would be appointed directly or put on hold until position allocation.

The education and trainings element of the procedure has pre and post appointment trainings. The pre appointment trainings and the madrasah principal's

competence empowerment trainings. The pre appointment trainings cover practical and theoretical learning activities which has skills, attitudes and knowledge aspects for improving the personality, managerial, entrepreneurial, supervision and social competences for candidates who will be appointed as madrasah principals. On the other hand, the competence empowerment trainings are post-appointment trainings for the appointed madrasah principals who have not participated in madrasah principal-to-be training.

4.1.1.2 MoRA's Continuous Professional Development Trainings for Madrasah Principals

Based on the Indonesian Minister of Religious Affairs Regulation Number 58 in 2017 about madrasah principals, it postulates that madrasah principals should accomplish the standard of academic qualification and competence for madrasah principals. In Section VI Article 18 of the regulation, it is emphasized that madrasah principals are obliged to do *Pengembangan Keprofesian Berkelanjutan (PKB)* or continuous professional development which involves the development of knowledge, skills and attitudes at several dimensions, namely personality, managerial, entrepreneurial, supervision and social competences.

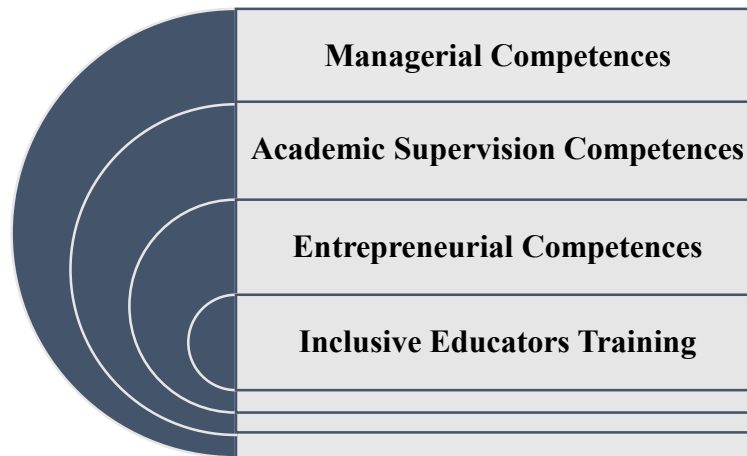
The performance of madrasah principals is monitored and assessed annually or every four years through *Penilaian Kinerja Kepala Madrasah (PKKM)* or Performance Evaluation of Madrasah Principals. It is a process of collecting, tabulation, analyzing and interpreting the data regarding the quality of madrasah principals in performing their main duties as madrasah principals (MoRA, 2021). The result of *PKKM* becomes the basis of planning *PKB* program for madrasah

principals. As the part of *PKKM*, there is *Asesmen Kompetensi Kepala Madrasah (AKKM)* which is a Competency Assessment of Madrasah Principals that aims at establishing the career, rank, and duties of madrasah principals. *AKKM* result is used as the reference in improving the professionalism of madrasah principals. It is expected that *PKB* program for madrasah principals can boost *AKKM* scores and positively impacts their performance.

Pengembangan Keprofesian Berkelanjutan (PKB) is an initiative program of MoRA with the goal of preparing public madrasah principals to carry out their primary duties and to improve their competences and performance gradually, methodically, and sustainably (MoRA, 2021). MoRA designed a set of professional development program trainings for madrasah principals which is mandatory for them to attend. This program has previously undergone a few revisions and continually being updated. Islamic principles, gender equality, disability and social inclusion, growth mindset, High Order Thinking Skills (HOTS), the integral use of Information Communication and Technology (ICT) tools, and digital learning platforms are all incorporated into these continuous professional development trainings. Currently speaking, there are four modules for madrasa principals' *PKB* trainings as listed in the following figure.

Figure 2

Modules of MORA's continuous professional development program



The first module discusses managerial competences which aims to help madrasah principals develop managerial-based training activities by enhancing their managerial abilities and facilitating their access to learning materials. The issues of the madrasah operating plan, management of human resources, efforts to develop madrasahs, and management of information and administration system are covered in this module. Meanwhile, the academic supervision module seeks to improve the madrasah principals' abilities to supervise academics and to enable their access to learning resources. The academic supervision planning concept, academic supervision implementation, and academic supervision results follow-up are the topics covered in this module.

The program for continuing professional development also includes entrepreneurial competences module or training. The entrepreneurial competence module's objectives are to improve the madrasah principals' entrepreneurial abilities and to make it easier for them to access learning resources for creating

entrepreneurial ship-based trainings. The notion of entrepreneurial ship, reflecting entrepreneurial ship, and the creation of creative entrepreneurial ship are the subjects covered in this module.

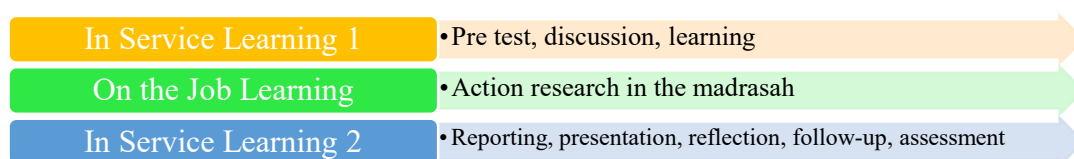
Inclusive Educator training is the last course in the program for ongoing continuous professional development. Particularly in madrasahs that administer inclusive education, this training is anticipated to be employed as the direction for developing inclusive educators who are capable of improving the quality and service to all the students. The Inclusive Educator Training Module's specific foci include: general inclusive education policy, fostering inclusive education commitment, the idea of inclusive education's foundation, inclusive education national standard, functional identification and assessment, inclusive learning planning, learning-teaching models, special services for students with special needs, evaluation and development of inclusive madrasah, monitoring and quality assurance.

Basically, each training consists of three stages that are called In-Service Learning 1, On-the-Job Learning, and In-Service Learning 2. During in-service learning 1, the principals do a pre-test, discuss the topics of the module, and learn the instruments of the assessment on the worksheets with the facilitator and colleagues. The on-the-job learning is done independently by reviewing the lessons they received on the first stage and applying them. Besides, the principals make some reflection notes and take pictures for collecting the data in the madrasahs they are working which later can be used in *Penelitian Tindakan Madrasah* or madrasah action research. The third part of the training covers reflection activities and report

on the research they have carried out on the second stage. Finally, they complete a post-test where they can evaluate themselves using the answer key given at the end of the module. The stages are illustrated in the figure beneath:

Figure 3

The cycle of the training activities



All modules adopt the andragogy learning theory. The modules use the learning approach specifically designed for adults in which participants can find necessary information, such as the objectives of the module, the resources, ICT tools, and others. There are various interactive learning methods applied in each topic including energizer which covers ideas on refreshment activities during the training. Furthermore, in each training, the principals also need to complete some worksheets as the instruments of evaluations. It is part of the assessment of the participants which aims to measure or evaluate the participants competence through accomplishment of competence indicators and achievement of the program goals. The aspects which are assessed consist of knowledge, proficiency and attitudes/behavior the participants acquired in each set of given modules of the trainings.

4.1.1.3 Kelompok Kerja Madrasah / KKM (Madrasah Principals' Forum)

On the professional ground, these principals are connected with a network of principals called *Kelompok Kerja Madrasah (KKM)* or madrasah principals' forum. This network provides a platform for madrasah principals to connect with each

other and reach solution of joint problems, organize events, share information and boost collaboration among them. The guidelines of implementing this forum are given in regulation No. 5852/ 2020 issued by MoRA's General Director of Islamic Education. It is stated that *KKM* is madrasah principals' forum of all grades from kindergarten to senior madrasahs at district, district group, city/regency group, city/regency, and province levels. It is formed with the aims to enhance the performance and competence of madrasah principals, develop the career and profession of madrasah principals, facilitate the achievement and development of madrasah principals, teachers, education staff, and students according to the level of education and become a place for sharing the best practice of madrasah management and improving the function and roles of madrasah principals in madrasah development.

The appointment of the head of the *KKM* is decided through internal discussion among the members. Priority is given to madrasah principals who have integrity, commitment, competence and achievement. The length of duty is 3 years and they can be reappointed once more in the next period. After getting appointed, the head of madrasah principals' forum are given the right to form the *KKM* organization. Two of the madrasah principals interviewed in this study also got appointed as the head of madrasah principals' forum, but in different levels. One of them is in charge of junior madrasah (MTs) whereas the other manages senior madrasah (MA) involving both public and private madrasahs.

Principal A (June 5, 2023) said, "Besides being a madrasah principal, I was also elected by my colleagues to lead them in *Kelompok Kerja Kepala Madrasah*

Tsanawiyah (Madrasah Tsanawiyah Principals' Forum) since 2014. Before that, I had been the treasurer of madrasah principals' forum". Meanwhile, Principal B (May 25, 2023) stated that he was trusted as the Head of *Kelompok Kerja Kepala Madrasah Aliyah (Madrasah Aliyah Principals' Forum)* in that particular city where he "could share, discuss and plan activities intended for the improvement of madrasah" with his colleagues. He also added that one of the missions of this forum is to minimize the gap between public and private madrasahs. Public madrasahs are set to be the role models for private madrasahs that still need some improvement.

The program of *KKM* should be in line with the Regulation Number 90/ 2023 Article 47 issued by Minister of Religious Affairs, which is intended to expand the professionalism of madrasah principals as well as coordinate and synergize the program of madrasah quality improvement. In order to ensure the quality of the program implementation, *KKM* management team deliver report periodically twice in one fiscal year to the madrasah supervisors and people in charge of *KKM*. The madrasah supervisors along with the people in charge carry out the analysis and evaluation towards the planning and implementation of *KKM*. Then, they regularly recommend some program improvement so that the quality of *KKM* activities can be elevated time to time.

4.1.1.4 Independent Professional Development Activities

In terms of professional development trainings, these principals talked about two main sources they received trainings from. One is MoRA which had been explained in the earlier section while the other is the independent or private organizations coming to provide trainings on various areas of leadership and

management. These independent organizations also provide trainings in coordination with MoRA. Occasionally, it was organized by the madrasah principals, called as In-House training, which is not only for the madrasah principals themselves but also for the teachers and staff. The topics are based on their needs. For instance, if the madrasah personnels require digital skills enrichment, the madrasah principals can invite experts or arrange the training in cooperation with other organizations.

Based on MoRA's guidelines on *PKB* or Continuous Professional Development for madrasah principals, there are several activities which madrasah principals can do to enhance their skills, apart from educational trainings and involved in madrasah principals' forum. They can take part in seminars, colloquiums, workshops or panel discussions as participants or speakers. They are also encouraged to contribute to scientific publication by carrying out research, writing paper, presenting at scientific forum and publishing their research article. Another professional activity recommended by MoRA is to write and publish textbooks, learning modules or teacher's guidelines. Lastly, madrasah principals are suggested to produce innovative works, such as efficient technology creation, artworks, learning props modification, or exam questions drafting. All of the aforementioned activities belong to continuous professional development and they will add to credit scores for madrasah principals' rank promotion.

One of the principals stated that he carried out action research projects to get promoted to higher positions and grow academically. Writing and publishing academic articles on issues of leadership and madrasah were also found as some of

the ways the principal tried to engage in professional development. On top of that, two of the principals found continuing their study to Master's degree as part of their professional growth even though it is not required by MoRA. Both of them took educational management and Islamic educational management respectively as their majors in their master's degree. It is evidenced in the following excerpt by Principal B:

I try to write papers, since it is one of the requirements for promotion. I conduct action research focusing on madrasah improvement. I continued my study to master's degree...Besides, I also joined any seminar or webinar available for madrasah principals.

Nevertheless, the other two principals did not mention anything about other activities they have done besides trainings or workshops except participating in a community around their neighborhood, like *Dewan Kemakmuran Mesjid (DKM)* or translated as Mosque Prosperity Council.

4.1.2 Principals' Perceptions about Professional Development Program

This section of the findings particularly answers the second research question "How do the public madrasah principal perceive the ongoing professional development activities?". The perceptions are related to principals' views on professional development, be it positive or negative points. Here, the views from both sides are presented.

In plain words, principals described the professional development program they have done as "useful", "good", "refreshing", "motivating" and "practical". According to Principal B (May 25, 2023), "Usually from the trainings we received theories equipped with the instruments, measurement tool, duration and points we need to implement a program. So, I think it is quite applicable." Professional

development also served as refreshment of activities and daily tasks and give them far better motivation and strength to lead and supervise madrasah daily affairs, as implied by Principal C (May 20, 2023), “I find it very useful. My skills and knowledge are enriched. I feel fresher and more motivated after taking part in professional development program.”

Principals viewed the professional development program as a trailblazing opportunity that helps them promote their profession in a more structured and profound sense. The areas that professional development for these principals targeted came in a range of ways. First, it focused on general leadership competencies like working as an educator, manager, leader, and administrator that are similar to what has been put in the first module (managerial skills) of the continuous professional development program by MoRA. Another area mentioned by the principal focuses on building the leadership styles of Prophet Muhammad SAW and centering the principalship on a democratic style which gives ample time to listen and cooperate with other personnels. As Principal A (June 5, 2023) stated:

... it mainly focused on the leadership competences such as being an excellent educator, manager, administrator, leader and innovator. More importantly, we need to emulate our Prophet Muhammad’s leadership, be a democratic leader who always tries to ask for and listen to our subordinates’ or colleagues’ opinions, to share the problems and discuss the solutions together.

Meanwhile, Principal B (May 25, 2023) inputted that budgeting, monitoring, supervision, and students’ achievement being focused on during these professional development trainings. Similarly, Principal C (May 20, 2023) mentioned “supervision and managerial skills, such as how to monitor the teachers, manage the human resources” were the topics of the trainings he learnt during the trainings.

He then added that the trainings also cover “social skills and characters that a good principal should have”.

While professional development program is thought of to be practical in nature, there are some areas the madrasah principals urge to improve. First of all, the frequency of the trainings. The madrasah principals were concerned about annual professional development trainings. They want to have regular and frequent trainings on a variety of issues to make their principalship easy for them. According to Principal C (May 20, 2023), “The professional development should be held regularly and continuously. It would be better if it is divided into several stages that could be monitored and assessed...”.

Secondly, online trainings according the madrasah principals were less effective in contrast to in-person trainings. The offline trainings were thought to be different, felt more real, and there was more active engagement for madrasah principals. COVID-19 as mentioned by the madrasah principals mostly forced the trainings into the online mode, but they request for future trainings to be conducted in person. Principal C (May 20, 2023) continued, “..... and I think face-to-face trainings are more effective than online training because we could meet and discuss with peers and the experts in person....”.

Thirdly, the madrasah principal opted for a new or innovative professional development program which is similar to the program conducted by Ministry of Education, Culture, Research and Technology like *Sekolah Penggerak* or School Mover and *Guru Penggerak* or Teacher Mover. It is a sort of achievement and reward program for best teachers and schools that are selected as role models in

general public schools. The principal thought of this program as a baseline foundation for motivation to professional development and becoming principals. He expected MoRA to have a similar program that could make a system of rewards and punishments and identify innovator and creative principals of madrasah.

Another concern was about the indication of imbalance between madrasah teachers' and principals' trainings as well as the content of the trainings which principals thought to be a bit repetitive. As Principal A (June 5, 2023) stated,

Currently speaking, the government seems to prioritize the professional development of the teachers, especially on the issue of the new curriculum, Kurikulum Merdeka. Probably, two-times trainings for the madrasah principals are considered enough since the materials or contents are basically the same.

It was supported by Principal C's statement saying "...basically the contents or materials given are the same, it's all about the way we implement it" (May 20, 2023).

Furthermore, according to Principal B (May 25, 2023), "There should be some careful guidance in IT or digitalization stuff, particularly for senior principals who are not really tech-savvy. MoRA should recruit competent personnels." The madrasah principals were concerned about digital tools usage. The demand for digital orientation and guidance is a must according to them, and MoRA needs to take care of that. In short, madrasah principals suggested of the above-mentioned areas to be taken into consideration by MoRA while preparing professional development program.

All in all, the three public madrasah principals agreed that professional development is urgent for enhancing their skills and knowledge. On the part of MoRA's *PKB* program in particular, there are diverse perceptions in areas of

principalship being targeted. These principals talked about various areas, such as character building, human resource management, planning and budgeting, teachers' professional development, social skills, supervision, monitoring and evaluation, problem-solving skills, and others. However, they also highlighted a number of limitations which could be improved regarding the mode, frequency and content of the program.

4.1.3 Benefits of Professional Development Program in Enhancing Leadership

Duties

The third and final research question of the study is “To what extent has the professional development program benefited the public madrasah principals in enhancing their duties?”. It discusses about the benefits principals have got as a result of professional development program.

Professional development brought changes for these principals particularly in enhancing or updating their knowledge and skills. They thought of the professional development program as a path for coping with recent developments in madrasah management. In a more practical sense, professional development has connected these principals with best practices grounded in theories and its application in real educational leading and management. Principal C (May 20, 2023) shared about the change this program has brought, “... my skills and knowledge are enriched. I feel more fresh and more motivated after taking part in professional development program.”

Other areas that principals experienced or brought change into their leadership mainly were leadership competences, better cooperation and

communication with the peer and subordinates. On the part of leadership competences, better management and supervision along with improvised social skills with peers and immediate community helped the madrasah principals to bring changes in their leadership and apply new ways of management and leadership. On the other hand, principals also saw an increase in motivation for attending more and more professional development programs and trainings.

Principal A (June 5, 2023) put his thoughts related to the changes in his leadership, “In terms of managerial and supervision skills, we got the theories, we apply it in our madrasah, we modify as needed and improve our performance.” The area of managerial and supervision skills had been found to be the most important change these principals gone through during their professional development program. As seen from the direct quotation above from the principal, it also depended on the way these principals took you of the acquired development in their madrasah leadership. The other principals shared the common thoughts on the importance of applying the skills and knowledge they received in order to bring about the change.

Professional development programs came handy for the principals to better cope with daily activities in their scope of work. The madrasah principals thought professional development program as a way to make their leadership duties easier with the help of updated knowledge and skills. They also seemed to be confident about the improvement they have seen after going through these professional development trainings particularly areas that have been targeted by this development program. Principal A (June 5, 2023) commented that he acquired the

characteristics of visionary leader and became more confident in managing everything in the madrasah, while Principal B (May 25, 2023) stated that the professional development trainings have brought a revolution in the madrasah as follows:

In terms of the number of students, it has increased. It is one of the indicators for a good madrasah, apart from our alumni who got accepted in universities. As for the administration stuff, we have applied digitalization for distance learning during pandemic.

In conclusion, the above findings present an overview of professional development programs and activities that madrasah principals engaged in throughout their career. Principals reported on through the knowledge of leadership styles, the madrasah management became easy and supervision has also been carried out in more effective way. In more broader terms, the professional development programs improved principals' performance according to the principals. Professional development positively brought a change in their leadership while impacting their performance in positive ways as well.

4.2 Discussion

This part will provide the findings of the study with an interpretation and connection of them to the ongoing scholarly discussion on professional development of principals. The discussion will assess and evaluate, critique, and suggest areas elaborated in the findings.

4.2.1 Madrasah Principals' Preparation and Continuous Professional Development

Selecting a principal, preparing him/her and developing their leadership skills are central to schools and learning institutions. All of the principals interviewed in

this study were teacher principals. A significant part in their principalship was the years of experience not only as a principal, but also as a teacher and vice principal. This could be a positive point in their career to have loads of time they have spent in the education realm. During their principalship, they have participated in several functional learning programs in order to develop their competences as well as professionalism.

Handing over the school affairs, students learning, managing and administration, and teaching learning supervision requires potential candidates with commitment to learning and development (Dewi et al., 2023). In both public and private madrasahs, MoRA hires potential candidates with a vast experience in teaching while the remaining requirements for selection such as management, communication, leading skills and others are left alone to the madrasah principals. It could provide an insight to us in twofold; the principals recommendations of candidates might be real and honest while also there is a possibility that candidates might be recommended based on nepotism or favoritism. In the latter case, studies by Rozikin et al. (2021) and Faizuddin et al. (2022) reported for nepotism in the recruitment of school principals in Indonesia.

Professional development has been regarded as enhancer of school results and the lack of it is associated with poor or not improving outcomes of schools (Mathibe, 2007). While this professional development can take several forms such as creating networks, taking trainings, and having on-site processes (Reitzug, 2002), principals need to keep a good connection in maintaining on-time and updated professional growth. Studies (Junaidi, 2015; Aryani & Saepuloh, 2022)

found that professional development in the form of educational trainings affected principals' competences through the result of *Penilaian Kinerja Kepala Madrasah (PKKM)* or Performance Assessment of Madrasah Principal.

According to the findings of this study, it can be argued that madrasah principals in Indonesia have opportunities of professional development facilitated by MoRA. Apart from that, the madrasah principals also take part in *Kelompok Kerja Madrasah (KKM)* or madrasah's principal forum, which is a madrasah principals' working group initiated by MoRA as part of their professional development. This madrasah principal forum is available on every level of Islamic education from kindergarten to Islamic senior vocational madrasah to provide better sharing and communication, enhancing professionalism of madrasah principals, collective evaluation and initiate more activities (MoRA, 2020).

The trainings principals receive need to be in alignment with the work or duty they are currently pursuing (Lenyai, 2000). In this regard, MoRA keeps eye of the contents of professional development program and rigorously updates the contents according to the requirements of madrasah outcomes. Continuous professional development which in Indonesia is called as *Pengembangan Keprofesian Berkelanjutan (PKB)* was initiated in 2021 and this program has been revised based on the feedbacks to improve the modules or lessons (MoRA, 2022). This could be regarded as one of the positive points behind professional development program that MoRA applies. Taking care of the needs and requirements of the madrasah principals makes the program more vibrant and to the point in terms of achieving madrasah mission, vision and outcomes in general.

4.2.2 Benefits of Professional Development on Principals' Leadership

Professional development is viewed by the madrasah principals as effective and change-oriented pathway for them. It has positive effects on students increase, brought better management and administration including supervision, and improved teaching in madrasah as this study found. It is in line with DiPaola and Hoy (2013) who reported an increase in the reliability and validity of principal supervision and improvement of learning as result of professional development. Similarly, Ruhayat (2020) found positive impact of trainings on madrasah principal performance conducted in one *Balai Diklat Keagamaan* or Religious Education Training Centre in Indonesia. In plain words, professional development is perceived vital for leadership by madrasah principals.

Other studies (Handayani, 2018; Sudjarwo, 2018) found the role of *Kelompok Kerja Madrasah (KKM)* or madrasah principals' forum in preparing and building on principals' professional development essential for these madrasah principals. It could be argued now that principals' professional development makes them stand out and find alternative ways to engage in life-long learning and development. The professional development which the principals receive contributes to school outcomes and management. This study also found that madrasah principals experienced an improvement in the managerial skills after they went through the professional trainings.

It has been evidenced that supervision, social and communication skills together with making madrasah principals to be leaders, innovators, and changemakers. A study by Fitrah (2017) elaborated on the multi-faceted role of a

principal being a manager, supervisor, educator, administrator, and innovator, and motivator at the same time. With such a complex role, madrasah principals need skills enhancement to cope with day-to-day affairs in effective ways.

A study by Firman (2020) argued that the development of managerial skills and democratic leadership style brought a positive increase in quality of education. On the other hand, this study discovered that madrasah principal's professional development targeted two main leadership styles, namely prophetic leadership style covered in the Islamic values of the modules and democratic leadership style. While these styles are only identified by the study participants, the technical guidelines prepared by MoRA does not have anything on leadership styles explicitly. Mostly the focus is on managerial competences, academic and supervision competences rather than targeting a specific leadership style, but some aspect of leadership styles are covered in the modules of the continuous professional development program organized by MoRA.

One of the vivid indicators of professional development as enhancing leadership in these madrasahs was a change the principal witnessed after they took part in the professional development programs. It could not be specified though whether it was the results of the formal ministry prepared trainings, in-house trainings, the madrasah principal forum, or other independent activities they have done during their principalship.

4.2.3 Improvements Needed in Madrasah Principals' Professional Development

While MoRA is concerned with providing professional development trainings once a year, principals are also encouraged to engage in other activities such as producing empirical studies and taking part in conferences, seminar, and other professional networks. However, most of the public madrasah principals in this study seemed to only focus on the trainings and madrasah principals' forum which were regulated by MoRA. Only one of them who was seemingly eager to develop his competences through a variety of programs. It becomes a reminder for other madrasah principals to be more aware of upgrading their skills and knowledge in a sustainable manner. Furthermore, since MoRA's programs are limited, madrasah principals should be more active in seeking collaborations or partnership with other organizations and institutions. It can be held by conducting internship program and inviting the alumni to mentor the students, as executed by one of the principals.

The training material and method of delivery of MoRA's trainings are satisfactory as this study found since the principals claimed the trainings to be practical and applicable, even though they also reported a number of limitations in these trainings. Firstly, the online mode of delivery which somehow made the professional development program less effective for madrasah principals. The reason behind carrying out this activity online was the COVID-19 pandemic which forced everything into virtual mode including professional development trainings for madrasah principals. The practice that heavily relied on the internet connection might become another issue of virtual trainings.

Furthermore, the principals also found a drawback in the MoRA's professional development program in terms of its regularity and frequency. The principals in this study demanded for more professional development trainings, since the current programs lacks regularity and frequency. According to Keith (2008), principals have high desirability for professional development and its frequency needs to be taken into account while preparing professional development programs. It is important for the principals to have good track of the development through rigorous trainings with continuity.

Another challenge in professional development program revealed in this study was giving priority to teachers' professional development program over principals' professional development program. The principals seemed concerned about the balance between both trainings for teachers and principals. MoRA teachers' professional development trainings are conducted more frequent than for principals. A study by Tambak et al. (2021) found an increase of professionalism in madrasah teachers due to professional development program. Teachers' trainings should be conducted as many as possible and as wide throughout the country as possible in order to bring teachers' work productivity, effectiveness, and competence (Asmarani et al., 2021; Rahmatullah, 2016). However, a matter of concern is that teacher's quality or development will always be lacking completion if principals' quality or development is left out (Day, 2017). Teachers' professional development program is beneficial for teaching process in madrasah, but it is important to give more time or provide a balance between the two training programs

since principals' development is also crucial to better management of learning and teaching.

As the study argued, public madrasah principals in Indonesia form the backbone of madrasah improvement. Sustaining their skills enhancement through professional development is essential for the function of madrasah in Indonesia. The daunting tasks and complex role of principals require them to pursue new ways and approaches to address issues in public madrasahs. Helsing et al. (2008) asserted that most of the professional development programs are based on the educational trends of the time, rather coming out as a need or empirical evidences, and they are most of the time shallow, fragmented and unfocused. The case of professional development program can be argued to come as result of need assessment and research.

Even though the technical guideline prepared by MoRA states that the trainings are prepared based on the needs (MoRA, 2021), the needs assessment has not been specified in the technical guideline. The point is that school or madrasahs' needs, principals' needs, learners' needs, and teachers' needs form the foundation behind preparing professional development program for principals. In order to find these needs, MoRA must evaluate these needs and prepare trainings or other activities to focus on the issues of a madrasah. One-size-fits-all approach cannot be feasible given the diverse nature of madrasah system in Indonesia.

On the other hand, personal management and development comes first to professional development (Tomlinson, 2004). This aspect of madrasah leadership

has somehow not focused in MoRA's madrasah principals' professional development. Several studies (Cherkowski, 2012; Alalfy, 2015; Sherman, 2009; Greenlee & Karanxha, 2010) has found the personal growth provide principals attitudes, beliefs, and emotional growth. It can be argued that madrasah principals need personal development to better cater for the needs of madrasah before they pursue further professional development.

Principals' needs are considered important before preparing any professional development program. MoRA has to pay attention to the needs of principals and what areas of principalship they find weak or what areas they want upgrade. The needs assessment could take the shape of assessing the needs of madrasah and principals. Although MoRA has come up with Continuous Professional Development program, madrasah principals' forum, and other activities for keeping the madrasah principals professionally evolving and developing, they need more trainings and growth. This could help Indonesian madrasah system bridges the gap of education quality between public school and public madrasah.

In conclusion, the discussion part here connects these study findings with relevant literature on principals' professional development. Important areas of professional development, the programs, and what is missing in these programs are interpreted in the light of scholarly discussion. It was discussed that public madrasah principals in this study receive a variety of professional development opportunities that help principals better cope with daily challenges and cater for the needs of madrasah. The discussion also identified particular pitfalls in MoRA's

professional development program that require MoRA to organize and come up with new initiative for professional development.

CHAPTER V

CONCLUSION AND SUGGESTIONS

This final chapter covers the conclusion derived from the findings regarding professional development of public madrasah principals in Indonesia. It also discusses the implications of the findings for the practice of principals' professional development in Indonesia. Additionally, it offers suggestions for several related parties: MoRA as the policy maker, madrasah principals as the practitioners, and future researchers who are interested in studying this topic.

5.1 Conclusion

Indonesia as the country with Moslems' majority has a vast number of Islamic-based schools, commonly known as madrasahs, which contribute to educating future generation on general knowledge and Islamic values. Despite its influential existence, public madrasahs still encounter few problems, such as the lower quality of education and human resources compared to public general schools. Public madrasah principals play a vital role in promoting the improvement of their madrasahs. It is necessary for them to upgrade their skills, knowledge and professionalism on a regular basis. In order to achieve the school effectiveness, madrasah principals should be actively engaged in continuous professional development. In this regard, the research was intended to explore the professional development of public madrasah principals, their perceptions on the professional development program they have experienced, and the benefits of professional development in enhancing their leadership duties.

Based on the findings gained from the thematic analysis of interviews and documents, it can be concluded that the public madrasah principals developed their professional competences through a series of learning programs. Firstly, they all participated in trainings conducted either by MoRA or with the help of their networking. Secondly, they took part in madrasah principals' forum. Thirdly, some of them pursued a master degree concentrated in educational management. Finally, they carried out empirical studies and collaborate with other institutions as the part of their personal as well as professional growth. However, most of them still highly rely on the programs conducted by MoRA which contribute to the points of their performance assessment. It was rarely that they pursue continuous professional development activities independently.

The results also revealed the perceptions of public madrasah principals on the professional development they have gone through. All the principals found professional development significant and useful in improving their competences. They particularly gave positive responses about *PKB* or continuous professional development trainings held by MoRA. They stated that it was a refreshment to their work routines and it was applicable in performing their duties. Nevertheless, the principals highlighted several drawbacks on the trainings in terms of the mode, timing, content, frequency and suitability. Some of them claimed face-to-face trainings were better than online trainings, while the others said MoRA should have conducted trainings more regularly, not only at the end of fiscal year. They also thought that the contents of the trainings seemed monotonous since it basically

covered similar topics. In addition, there was a claim that MoRA seemed to prioritize trainings for teachers over madrasah principals' trainings.

Regarding the third focus of the research on how the professional development has benefited the madrasah principals in executing their daily tasks, there were a variety of responses. Some principals said it enhanced their supervision and administrative skills, whereas the other said it improved his democratic leadership style. There was also a principal who was confident enough to allow his colleagues to talk about his improvement instead of his own statement. These varieties indicated that each participant has their own comprehension upon the areas of leadership that have been enhanced through professional development they had experienced so far. It was shown that the madrasah principals perceived the professional development benefits according to their individual needs. Therefore, the study argued that professional development of madrasah principals should be carried out based on the needs assessment.

5.2 Implications

The significance of exploring principals' professional development in public madrasahs in Indonesia lies in its potential to enhance the quality of education and leadership within these schools. Madrasahs play a crucial role in providing Islamic education to students in Indonesia and principals are key figures in shaping the culture, vision, and direction of a madrasah. Investing in their professional development helps develop their leadership skills, which in turn positively impacts the overall functioning of the madrasahs. Effective principals can create a

conducive learning environment, promote collaboration and foster a positive school climate.

In addition, madrasahs are part of the broader educational system in Indonesia. By studying principals' professional development, insights can be gained on how to foster collaboration and partnerships between madrasahs and other educational institutions. This can facilitate knowledge sharing, resource pooling, and the exchange of best practices, ultimately benefiting the entire education sector. The findings of this case study can contribute valuable insights to educational policymakers and practitioners. Recommendations stemming from the study can inform the development of policies, guidelines, and programs that support principals' professional development in madrasahs. This can lead to systemic changes that promote educational excellence and ensure the continuous growth and development of madrasahs in Indonesia.

5.3 Suggestions

Based on the findings, it is recommended that MoRA holds trainings for madrasah principals regularly and considers the timing so that it would be more efficient. Besides, the study suggests MoRA to vary the contents of the trainings based on the madrasah principals' needs assessment. As for the madrasah principals, they are advised to grow awareness in reflecting on their professional development and maintain their commitments in improving the madrasah effectiveness. The impact would be more significant if they also maximize their potentials and resources in professional development activities adding to the

available programs provided by MoRA. Their creativity, innovation as well as collaboration are needed to bring about positive change towards the madrasah.

While the scope of study limits the generalizability of the results, this study provides new insight into the professional development practice of public madrasah principals in a district of West Java, Indonesia. Further research is needed to investigate generational differences at madrasah scope, like how principals from different generations perceive and implement professional development. Additionally, since the study mainly focused on public madrasah principals' professional development, future studies could explore more from the perspectives of private madrasah principals that might yield different findings. It would also be insightful to involve stakeholders of the madrasah as the participants, such as vice principals, teachers, staff, parents and students.

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APPENDICES

APPENDIX A: Interview Protocol and Transcript Sample

Dear Sir, I am Fadla Tsania Agustia, a final semester MA Education student at Indonesian International Islamic University (UIII). I intend to conduct research on the professional development of public madrasah principals.

Ethical consideration: The information obtained during this interview will be used solely to support the research thesis. The respondents' identities and their school whereabouts would be kept confidential.

Thank you very much for your support and participation.

Demographics:

Gender: Male Age: 54 Level of Education: Master's Degree

Respondent's Signature:

Date: May 25th, 2023

Qualitative Interview Introduction:

Primary Goal: To investigate how the public madrasa principals develop their professional competences, to explore how the public madrasa principals perceive the ongoing professional development activities, and to discover how the professional development has benefited the public madrasa principals in improving their leadership duties.

Length: 40-60 mins

(R: Researcher/ P: Principal)

Verbal Consent of the Participant:

The researcher asks for the participants' consent.

1. R: Would you like to participate in this interview?

P: Yes

2. R: Would you permit this interview session to be recorded?

P: Yes

Respondent's Signature:

Background information:

The researcher asks about the principals' background information.

1. R: What is your highest educational qualification?

P: Master's Degree in Islamic Education Management

2. R: How long have you been working as a principal?

P: 6 years

Process of becoming public madrasah principals:

The researcher asks the principals to describe the process of becoming public madrasah principals.

3. R: How was the process of becoming madrasah principal that you went through? Please elaborate the procedure, requirements and the preparation training if any.

P: I had been teaching Accounting and Economics in Madrasah Aliyah Negeri ... for 20 years. For the past few years there, I had been appointed as a vice principal and coordinator in various concentrations like curriculum, studentship, facilities and full-day program. In 2015, MORA held a selection for madrasah principals and I applied. It consisted of administration selection and written test as an assessment for madrasah principal's competences. One of the requirements is having become a vice principal. After selected, I was assigned to be the madrasah principal at MAN ... from 2017 to 2021. My second appointment was at MAN ... from 2021 up until now.

4. R: Did you participate in any training or workshop conducted for prospective madrasah principals? If there was any, what kind of program and how long was it?

P: After passing the competence assessment, I was required to join a 42-hour substantive educational training held for public madrasah principal candidate. It was conducted by Balai Diklat Keagamaan Provinsi Jawa Barat (Religious Training Center of West Java Province) that lasted for a couple of days. After being appointed as a madrasah principal, I took part in the obligatory training for new madrasah principals held by the same government institution that was 81 hours long, divided into several meetings. It was fully funded by MORA.

Principals' professional development:

The researcher asks the principals to shed light on their professional growth as a leader, and the ways through which they grow professionally.

5. R: What types of activities have you done or been doing apart from your managerial and leadership duties as a madrasah principal?

P: I participated in KKM (Madrasah Principals' Forum), I joined the internal activities held by MORA, attending the events or meetings held by them. I also took part in some educational trainings for madrasah principals. Besides, I was involved in societal activities as my contribution for the society, I had some connection with other institutions looking for some collaboration.

6. R: What is your main plan or strategy as the leader of this public madrasah to bring improvement?

P: For improving the madrasah, I focus on implementing our mottos which are excellent and useful. In order to do that, the learning and teaching process should be effective. It starts from the human resources; we should work professionally for maximum achievement. We care for the quality of the teachers and staff; we conduct a tight selection for the students so that we can obtain the best source that will result as good alumni. It is proven by the great number of alumni who got accepted in state universities. We provide guidance through our school counselors and alumni. We have this program called alumni for students. We maintain good network with the alumni and empower them to coach our students in terms of academic or extracurricular activities. We belong to one of MAN + Keterampilan (public madrasah Aliyah plus skills) that involves automotive, culinary and multimedia programs. We also provide necessary facilities and cooperate with other institutions or companies, particularly for our students who will have internships. By doing that, we gain trust from others.

7. R: How do you develop your profession as a principal of public madrasah?

P: I try to write papers, since it is one of the requirements for promotion. I conduct action research focusing on madrasah improvement. I continued my study to master's degree; share any knowledge I've got to other private madrasah principals since public madrasah becomes a role model for private madrasah.

8. R: What types of professional development programs for public madrasah principals have you been taking?

P: KKM (Madrasah Principals' Forum) is a place for us to share, discuss and plan activities intended for the improvement of madrasah. I was trusted as the Head of KKM for MAN and involved in provincial staff. MORA conducts several agendas for professional development of madrasah principal that consists of managerial and budgeting skills. The madrasah principals are required to participate in the training at least four times during their principalship period.

9. R: How long have you been receiving professional development as a principal?

P: During my principalship period, whenever I received the invitation from the religious educational training center, I attended it. Besides, I also joined any seminar or webinar available for madrasah principals.

10. R: What areas of principalship are particularly emphasized through the professional development programs you receive?

P: Budgeting, for example how to plan the school activities well. Then, boosting the number of alumni who are accepted in state universities, competing with other madrasahs since the results are announced publicly. Also, professional development of teachers and staff, how to supervise, monitor the teachers according to their duties.

Principal perception about professional development program:

The researcher collects principals' ideas and viewpoints about the professional development programs they receive.

11. R: What do you think about the current professional development programs you receive?

P: Very useful; it can be applied in real life. We need to participate in it because we are monitored and we also need it to develop ourselves.

12. R: Do you think the professional development programs are enhancing/updating your skills? If yes, in what ways? If no, in what ways?

P: It has updated my knowledge and enhanced my skills in some areas such as the budget planning. The maximum result comes from maximum preparation. It also has triggered me to conduct some training of academic writing for teachers. I was also encouraged to improve the students' skills by participating in competitions.

13. R: What improvements would you like to see in the professional development program you receive?

P: There should be some careful guidance in IT or digitalization stuff, particularly for senior principals who are not really tech-savvy. MORA should recruit competent personnels. I feel jealous about public school program under the Ministry of Education that has "Guru Penggerak" (Teacher Mover) and "Sekolah Penggerak" (School Mover) which are selected exemplary teachers and schools that I find very creative and innovative. Some of Teacher Mover are promoted to school principals. I would like to see such great program in MORA as well. On the other hand, in MORA, there is another program that focuses on spreading the spirit of moderation that I think is too general. We have what we call as "Inisiator Muda" and "Pelopor Penggerak Moderasi" (Young Initiator/

Mover of Moderation) There must be a target, a measurement tool, commitment, reward or punishment as a follow-up after each training.

Professional development as enhancer of leadership duties:

Invite the principals to talk about how professional development has changed their leadership duties.

14. R: How the professional development programs have changed your leadership?

P: It would have a significant impact if what we gain from the training is applied right away. For instance, in the program we are motivated to improve the quality of our students. Then I held internship program so that the students who graduate from this madrasah will have more skill as well as experience.

15. R: In what ways these professional development programs make your leadership duties easier? Please elaborate on your answer.

P: Usually from the trainings we received theories equipped with the instruments, measurement tool, duration and points we need to implement a program. So, I guess it is quite applicable.

16. R: Can you specify some areas of your leadership that have been improved as a result of professional development?

P: In terms of the number of students, it has increased. It is one of the indicators for a good madrasah, apart from our alumni who got accepted in universities. As for the administration stuff, we have applied digitalization for distance learning during pandemic.

Conclusion:

R: As final remarks, do you have any idea, comment, or suggestion or anything that you think could contribute to the professional development of madrasah principals?

P: It would be great if the government evaluates regularly the effectiveness of the professional development program they have conducted so far. Since the pandemic, many trainings are conducted online. I think it makes it easier to conduct more and more trainings or webinars. It is supposed to be held more often and scheduled regularly. Nevertheless, there were trainings held not in the right time, such as in the middle of the budgeting arrangement. It has doubled our work with the revisions. On top of that, it seemed like some trainings were planned in a short time, like at the end of fiscal year which created some assumption that it was conducted only for the sake of spending the government budget before the next fiscal year started.

R: I would like to take the opportunity to thank you for coming and taking part in this study. Your contribution is highly appreciated.

APPENDIX B: Documents Excerpts

1. *PKB Guidelines*



KEPUTUSAN DIREKTUR JENDERAL PENDIDIKAN ISLAM
NOMOR 1815 TAHUN 2021
TENTANG
PETUNJUK TEKNIS PENYELENGGARAAN PENGEMBANGAN
KEPROFESIAN BERKELANJUTAN KEPALA MADRASAH

DENGAN RAHMAT TUHAN YANG MAHA ESA

DIREKTUR JENDERAL PENDIDIKAN ISLAM,

- Menimbang :
- a. bahwa dalam rangka mengimplementasikan ketentuan Pasal 18 Peraturan Menteri Agama Nomor 58 Tahun 2017 tentang Kepala Madrasah, diperlukan Petunjuk Teknis;
 - b. bahwa berdasarkan pertimbangan sebagaimana dimaksud dalam huruf a, perlu menetapkan Keputusan Direktur Jenderal Pendidikan Islam tentang Petunjuk Teknis Penyelenggaraan Pengembangan Keprofesian Berkelanjutan Kepala Madrasah;
- Mengingat :
1. Undang-Undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional (Lembaran Negara Republik Indonesia Tahun 2003 Nomor 78, Tambahan Lembaran Negara Republik Indonesia Nomor 4301);
 2. Undang-Undang Nomor 14 Tahun 2005 tentang Guru dan Dosen (Lembaran Negara Republik Indonesia Tahun 2005 Nomor 157, Tambahan Lembaran Negara Republik Indonesia Nomor 4586);
 3. Peraturan Pemerintah Nomor 19 Tahun 2005 tentang Standar Nasional Pendidikan (Lembaran Negara Republik Indonesia Tahun 2005 Nomor 4496) sebagaimana telah beberapa kali diubah terakhir dengan Peraturan Pemerintah Nomor 13 Tahun 2015 tentang Perubahan Kedua atas Peraturan Pemerintah Nomor 19 Tahun 2005 tentang Standar Nasional Pendidikan (Lembaran Negara Republik Indonesia Tahun 2015 Nomor 45, Tambahan Lembaran Negara Republik Indonesia Nomor 5670

BAB II
PELAKSANAAN PKB KEPALA MADRASAH

A. Konsep dan Prinsip PKB Kepala Madrasah

1. Konsep

Dalam Petunjuk Teknis Penyelenggaraan Pengembangan Keprofesional Berkelanjutan (PKB) Kepala Madrasah ini, yang dimaksud dengan:

- a. Kepala madrasah adalah pemimpin madrasah.
- b. Pengembangan Keprofesional Berkelanjutan (PKB) adalah pengembangan kompetensi guru yang dilaksanakan sesuai dengan kebutuhan, bertahap, dan berkelanjutan untuk meningkatkan profesionalitasnya.
- c. **PKB Kepala Madrasah adalah pengembangan kompetensi kepala madrasah yang dilaksanakan sesuai dengan kebutuhan, bertahap, dan berkelanjutan untuk meningkatkan profesionalitasnya.**
- d. Kompetensi kepala madrasah adalah kompetensi yang harus dimiliki kepala madrasah meliputi kompetensi manajerial, kompetensi kewirausahaan, kompetensi supervisi, kompetensi kepribadian dan kompetensi sosial.
- e. **Asesmen Kompetensi Kepala Madrasah (AKKM)** adalah penilaian terhadap kompetensi kepala madrasah sebagai bagian penilaian kinerja kepala madrasah dalam rangka pembinaan karir, kepangkatan dan jabatannya.
- f. **Penilaian Kinerja Kepala Madrasah (PKKM)** adalah proses pengumpulan, pengolahan, analisis, dan interpretasi data tentang kualitas kepala madrasah dalam melaksanakan tugas pokoknya sebagai kepala madrasah.
- g. **Kelompok Kerja Madrasah (KKM)** adalah forum kepala madrasah jenjang RA, MI, MTs, dan MA/MAK pada tingkat kecamatan, kelompok kecamatan, kabupaten/kota, kelompok kabupaten/kota, dan provinsi.
- h. **Narasumber pelaksanaan PKB Kepala Madrasah** terdiri dari tim pengembang, fasilitator nasional (fasnas), fasilitator provinsi (fasprov) dan fasilitator daerah (fasda).

2. KKM Guidelines



KEPUTUSAN DIREKTUR JENDERAL PENDIDIKAN ISLAM
NOMOR 5852 TAHUN 2020
TENTANG
PETUNJUK TEKNIS PENYELENGGARAAN KELOMPOK KERJA MADRASAH

DENGAN RAHMAT TUHAN YANG MAHA ESA DIREKTUR
JENDERAL PENDIDIKAN ISLAM,

- Menimbang : a. bahwa dalam rangka menindaklanjuti pasal 47 Peraturan Menteri Agama Nomor 90 tahun 2013 tentang Penyelenggaraan Pendidikan Madrasah diperlukan petunjuk teknis;
- b. bahwa berdasarkan pertimbangan sebagaimana dimaksud dalam huruf a, perlu menetapkan Keputusan Direktur Jenderal Pendidikan Islam tentang Petunjuk Teknis Penyelenggaraan Kelompok Kerja Madrasah;
- Mengingat : 1. Peraturan Pemerintah Nomor 74 Tahun 2008 tentang Guru (Lembaran Negara Republik Indonesia Tahun 2008 Nomor 194, Tambahan Lembaran Negara Republik Indonesia Nomor 4941); sebagaimana telah diubah dengan Peraturan Pemerintah Nomor 19 Tahun 2017 tentang Perubahan atas Peraturan Pemerintah Nomor 74 Tahun 2008 tentang Guru (Lembaran Negara Republik Indonesia Tahun 2017 Nomor 107, Tambahan Lembaran Negara Republik Indonesia Nomor 6058);
2. Peraturan Menteri Agama Nomor 2 Tahun 2012 tentang Pengawas Madrasah dan Pengawas Pendidikan Agama Islam pada Sekolah (Berita Negara Republik Indonesia Tahun 2012 Nomor 206) sebagaimana telah diubah dengan Peraturan Menteri Agama Nomor 31 Tahun 2013 tentang Perubahan atas Peraturan Menteri Agama

B. Tujuan

Pembentukan KKM bertujuan untuk:

1. Meningkatkan kinerja dan kompetensi kepala madrasah, meliputi kompetensi manajerial, kompetensi kewirausahaan, kompetensi supervisi, kompetensi kepribadian dan kompetensi sosial;
2. Mengembangkan profesi dan karir kepala madrasah;
3. Menjadi tempat berbagi informasi dan pengalaman terbaik (*best practice*) tentang pengelolaan madrasah;
4. Memfasilitasi pelaksanaan pengembangan prestasi kepala madrasah, guru, tenaga kependidikan, dan peserta didik sesuai jenjang masing-masing;
5. Menjadi wadah peningkatan fungsi dan peran kepala madrasah dalam pengembangan madrasah.

C. Manfaat

KKM yang efektif dapat memberikan manfaat sebagai berikut:

1. Bagi Kepala Madrasah

- 1) Tersedianya wadah untuk berbagi pengalaman terbaik (*best practice*) dalam peningkatan kompetensi dan pengelolaan madrasah.
- 2) Terjalinnnya hubungan kerjasama secara koordinatif dan fungsional antar kepala madrasah.

2. Bagi KKM

- a. Terwujudnya KKM sebagai wadah pembentukan masyarakat pembelajar profesional bagi kepala madrasah yang berbasis kebutuhan, berjenjang, dan berkelanjutan.
- b. Membangun media komunikasi dan koordinasi tentang kebijakan dan pengelolaan madrasah sesuai standar pemerintah.
- c. Mendapatkan legalisasi atas kegiatan kolektif kepala madrasah dalam rangka peningkatan kompetensi kepala madrasah.
- d. Membangun wadah kerja sama eksternal dengan berbagai pihak

3. *Madrasah Principal Appointment Guidelines*



KEPUTUSAN DIREKTUR JENDERAL PENDIDIKAN ISLAM
NOMOR 3932 TAHUN 2021
TENTANG
PERUBAHAN ATAS KEPUTUSAN DIREKTUR JENDERAL PENDIDIKAN ISLAM
NOMOR 5851 TAHUN 2018 TENTANG PETUNJUK TEKNIS SELEKSI DAN
PENGANGKATAN KEPALA MADRASAH

DENGAN RAHMAT TUHAN YANG MAHA ESA

DIREKTUR JENDERAL PENDIDIKAN ISLAM,

Menimbang : bahwa untuk mengimplementasikan Peraturan Menteri Agama Nomor 24 Tahun 2018 tentang Perubahan atas Peraturan Menteri Agama Nomor 58 Tahun 2017 tentang Kepala Madrasah, perlu menetapkan Keputusan Direktur Jenderal Pendidikan Islam tentang Perubahan atas Keputusan Direktur Jenderal Pendidikan Islam Nomor 5851 Tahun 2018 tentang Petunjuk Teknis Pengangkatan Kepala Madrasah;

Mengingat : 1. Undang-Undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional (Lembaran Negara Republik Indonesia Tahun 2003 Nomor 78, Tambahan Lembaran Negara Republik Indonesia Nomor 4301);
2. Undang-Undang Nomor 14 Tahun 2005 tentang Guru dan Dosen (Lembaran Negara Republik Indonesia Tahun 2005 Nomor 157, Tambahan Lembaran Negara Republik Indonesia Nomor 4586);
3. Peraturan Pemerintah Nomor 19 Tahun 2005 tentang Standar Nasional Pendidikan (Lembaran Negara Republik Indonesia Tahun 2005 Nomor 4496) sebagaimana telah beberapa kali diubah terakhir dengan Peraturan Pemerintah Nomor 13 Tahun 2015 tentang Perubahan Kedua atas Peraturan Pemerintah Nomor 19 Tahun 2005 tentang Standar Nasional Pendidikan (Lembaran Negara Republik Indonesia Tahun 2015 Nomor 45, Tambahan Lembaran Negara Republik Indonesia Nomor 5670);
4. Peraturan Pemerintah Nomor 74 Tahun 2008 tentang Guru (Lembaran Negara Republik Indonesia Tahun 2008 Nomor 194, Tambahan Lembaran Negara Republik Indonesia Nomor 4941) sebagaimana telah diubah

BAB II
PERSYARATAN BAKAL CALON KEPALA MADRASAH

Kapala Madrasah memegang peranan penting dalam meningkatkan kualitas madrasah. Persyaratan Bakal calon Kepala Madrasah ini tidak membedakan antara persyaratan bakal calon perempuan maupun laki laki, Kedua duanya harus memenuhi persyaratan untuk menjadi calon Kepala Madrasah, baik persyaratan umum maupun persyaratan administrasi. Persyaratan umum merupakan kriteria umum yang harus dimiliki oleh bakal calon Kepala Madrasah sebelum mereka mengajukan diri sebagai calon Kepala Madrasah. Persyaratan administrasi merupakan kelengkapan dokumen sebagai bukti bahwa bakal calon Kepala Madrasah telah memenuhi persyaratan umum yang telah ditentukan.

A. Persyaratan Umum

1. Guru Perempuan dan Laki laki dapat menjadi bakal calon Kepala Madrasah pada madrasah yang diselenggarakan oleh Pemerintah apabila memenuhi persyaratan sebagai berikut.
 - a. beragama Islam;
 - b. memiliki kemampuan baca tulis Al Qur'an;
 - c. berpendidikan paling rendah sarjana (S-1) atau diploma empat (D-IV) kependidikan atau bukan kependidikan dari perguruan tinggi dan program studi yang terakreditasi paling rendah B;
 - d. memiliki pengalaman manajerial di madrasah sebagai Wakil Kepala Madrasah dan/atau tugas tambahan lainnya yang relevan dengan fungsi Kepala Madrasah paling singkat 2 (dua) tahun;
 - e. memiliki sertifikat pendidik;
 - f. berusia paling tinggi 55 (lima puluh lima) tahun pada waktu pengangkatan pertama sebagai Kepala Madrasah;
 - g. memiliki pengalaman mengajar paling singkat 9 (sembilan) tahun, sedangkan untuk bakal calon Kepala Madrasah pada madrasah di daerah terdepan, terluar, dan tertinggal memiliki pengalaman mengajar paling singkat 4 (empat) tahun;
 - h. memiliki pangkat paling rendah Penata, golongan III/c, sedangkan untuk bakal calon Kepala Madrasah pada madrasah di daerah terdepan, terluar, dan tertinggal memiliki pangkat paling rendah Penata Muda Tingkat I, golongan ruang III/b;
 - i. Menunjukkan komitmen tinggi keunggulan dalam pelaksanaan tugas sebagai guru, serta pengalaman dan kepemimpinan dalam upaya peningkatan mutu di madrasah maupun secara lebih luas di kabupaten/kota, provinsi maupun tingkat nasional
 - j. sehat jasmani, rohani, dan bebas NAPZA berdasarkan surat keterangan dari rumah sakit Pemerintah;
 - k. tidak pernah dikenakan hukuman disiplin sedang dan/atau berat sesuai dengan ketentuan peraturan perundang-undangan;
 - l. tidak sedang menjadi tersangka atau tidak pernah menjadi terpidana;

4. PKB Module

KOMPETENSI MANAJERIAL



Kementerian Agama Republik Indonesia
Direktorat Jenderal Pendidikan Islam
Direktorat Guru dan Tenaga Kependidikan
Tahun 2020

Disusun oleh:
Tim Pengembang Modul PKB
Kepala Madrasah

- 4.1. Merumuskan visi, misi, tujuan madrasah sesuai dengan realita dan dinamika perubahan;
- 4.2. Mengembangkan budaya kerja madrasah dan jejaring kemitraan yang mendukung penyelenggaraan pendidikan di madrasah;
- 5.1. Merencanakan pembuatan sistem informasi madrasah untuk penyusunan program pembelajaran dan manajemen madrasah;
- 6.1. Menyusun program peningkatan sistem administrasi madrasah berbasis teknologi informasi dan komunikasi (TIK).

D. Struktur dan Waktu Pembelajaran

Pelaksanaan kegiatan pembelajaran dan alokasi waktu untuk setiap materi pembelajaran, ditampilkan dalam tabel di bawah ini.

Table 1 Struktur Pembelajaran dan Alokasi Waktu

No.	Topik Kegiatan Pembelajaran	Alokasi Waktu		
		In-1	On	In-2
1.	Rencana Kerja dan Anggaran Madrasah	2	6	2
2.	Pengelolaan Sumber Daya Madrasah	2	8	2
3.	Usaha Pengembangan Madrasah	2	6	2
4.	Pengelolaan Sistem Administrasi dan Informasi Madrasah	2	4	2
Jumlah: 40 JP		8 JP	24 JP	8 JP

E. Pengantar Kegiatan

1. Ruang Lingkup

Ruang lingkup dan organisasi pembelajaran yang ada dalam Modul PKB Kepala Madrasah ini meliputi materi; 1) Rencana Kerja dan Anggaran Madrasah, 2) Pengelolaan Sumber Daya Manusia di Madrasah, 3) Usaha Pengembangan Madrasah, dan 4) Pengelolaan Sistem Administrasi dan Informasi Madrasah. Masing-masing materi dibahas secara berurutan pada Kegiatan Pembelajaran, yang dilaksanakan melalui 3 (tiga) tahap pembelajaran yaitu: (1) Tahap *In Service Learning 1* (In-1) yang dilengkapi

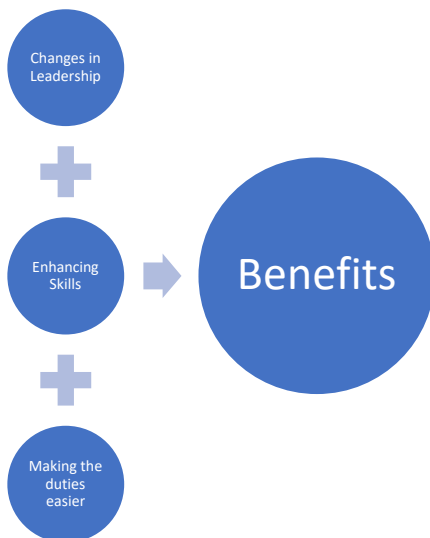
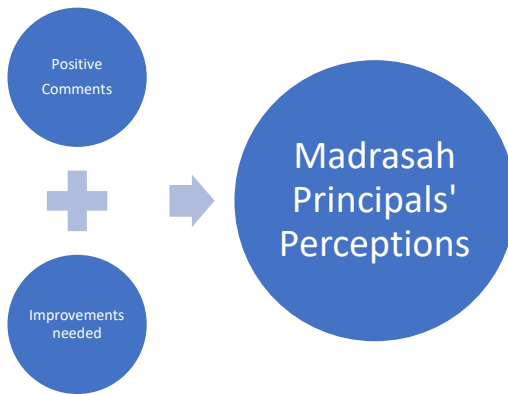
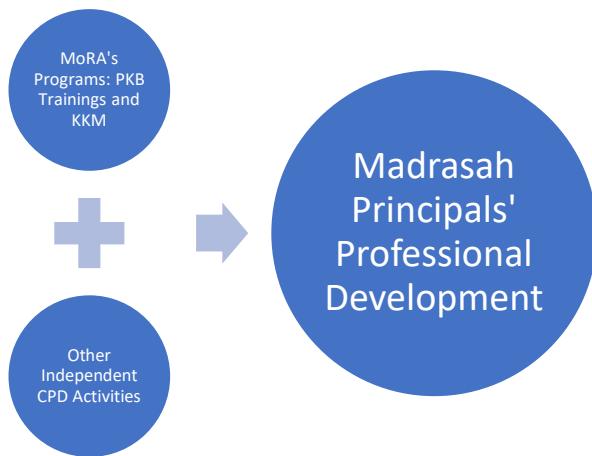
APPENDIX C: Thematic Analysis Sample

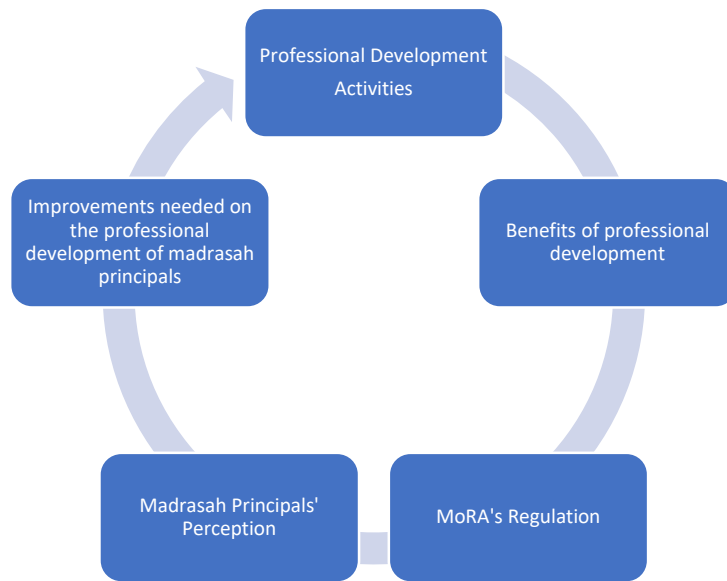
Experience	Becoming principal
20 years	Teachers-Vice Principals-Principals

Types of developments	Areas of principalships
Public trainings from MORA Higher degrees Research papers Independent trainings KKM Collaboration	Supervision Managerial skills Social skills Character building Administration Budgeting

Change in leadership	Making leadership easy
Competences	Management and supervisions
Sharing with peers	Administration
Greater motivation	

Comments	Updating/ enhancing	Improvements
Very good Useful Effective Refreshing Motivating	Leadership Skills Knowledge Motivation The students' numbers	More frequent More innovative Assessment





APPENDIX D: Interview Photos

(The participants' faces are protected for confidentiality purpose)

