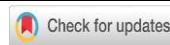# THE ROLE OF SCHOOL PRINCIPALS IN ENHANCING TEACHER PROFESSIONALISM AND EDUCATIONAL QUALITY: A CASE STUDY OF MTSN 3 KARANGANYAR

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ABSTRAK

This study is motivated by the limited number of comprehensive investigations into how principals' leadership through their roles as educators, instructional leaders, innovators, and motivators shapes teacher professionalism and educational quality within the madrasah context. The purpose of this research is to describe the leadership practices of madrasah principals that effectively enhance teacher professionalism and to identify the challenges and strategies involved in their implementation. Employing a qualitative approach with a case study design, the study involved 11 purposively selected informants (one principal, six teachers, and four students). Data were collected through semi-structured interviews, participatory observations (field notes dated June 19 and 21, 2023), and school documentation. Data analysis followed the steps of data reduction, display, and conclusion drawing as outlined by Miles, Huberman, and Saldaña (2014), with source and technique triangulation used to ensure credibility. The findings indicate that the principal enacted an integrated leadership approach serving simultaneously as educator, leader, innovator, and motivator that directly supported the development of teachers' pedagogical, professional, social, and personal competencies. However, the effectiveness of these efforts was hindered by issues related to teacher wellbeing, teachers' dual workloads, and limited financial resources.

ABSTRAK

Penelitian ini dilatarbelakangi oleh keterbatasan studi yang mengkaji secara komprehensif bagaimana kepemimpinan kepala sekolah dalam peran edukator, instruktur, inovator, dan motivator — mempengaruhi profesionalitas guru dan mutu pendidikan pada konteks madrasah. Tujuan penelitian adalah mendeskripsikan praktik kepemimpinan kepala madrasah yang efektif untuk meningkatkan profesionalitas guru serta mengidentifikasi hambatan dan strategi pelaksanaannya. Penelitian menggunakan pendekatan kualitatif dengan desain studi kasus; sampel terdiri dari 11 informan yang dipilih secara purposive (1 kepala madrasah, 6 guru, dan 4 siswa). Data dikumpulkan melalui wawancara semi-struktur, observasi partisipatif, dan dokumentasi sekolah; analisis data mengikuti prosedur reduksi, penyajian, dan penarikan kesimpulan menurut Miles, Huberman & Saldaña (2014) dengan triangulasi sumber dan teknik untuk menjamin kredibilitas. Hasil menunjukkan bahwa kepala madrasah menjalankan fungsi kepemimpinan yang terpadu yaitu edukator, leader, inovator, dan motivator yang secara langsung memfasilitasi peningkatan kompetensi pedagogik, profesional, sosial, dan kepribadian guru; namun efektivitasnya terhambat oleh isu teacher wellbeing, beban kerja ganda guru, dan keterbatasan dana.

***Kata kunci**: Kepemimpinan Kepala Sekolah; Profesionalitas Guru; Mutu Pendidikan; Studi Kasus.*

INTRODUCTION

At the international level, systemic transformation of education has become a central focus for global institutions. Mincu (2022) asserts that schools must recognize the role of school leaders in maintaining the quality of learning; neglecting the principal's role in educational quality is a mistake that must be corrected. Without a cohesive vision from school leadership, major change is difficult to achieve; the principal acts as an "organizing agent" who mobilizes teachers for holistic change. Other international perspectives support this emphasis: global education leaders (e.g., OECD, UNESCO) identify school vision and leadership as key levers for transforming education so that learning systems become more inclusive and adaptive.

Education scholars across countries argue that different styles of school leadership (instructional, transformational, participatory, etc.) essentially share the same purpose: to set a common direction and influence members to achieve that vision (K. Leithwood et al., 2004). Bass and collegaous (1990-2018) have shown that transformational leadership leaders who articulate a vision, motivate staff, and stimulate intellectual growth can raise teacher motivation and innovation (Kaya, 2024). By contrast, instructional leadership emphasizes supervision and the improvement of teaching practice as the primary focus of school policy. This view is reinforced by Mincu (2022), who warns that without a clear "organizational architecture" and leader's vision, teacher behavior alone is insufficient to drive systemic change.

In Indonesia, the reform era has positioned teachers as the frontline agents of educational quality, with teacher empowerment and professionalism as policy priorities (Habibullah et al., 2025). Although teacher training and certification have increased, significant disparities in competence and welfare across regions continue to hinder equitable improvement of education quality (Yustiyati, 2025). National experts stress the need for synergy between central and regional policies and stakeholder collaboration to address these gaps (Joko, 2025). Thus, improving teacher quality involves not only pedagogical dimensions but also inclusive, sustainable school management systems.

Within this context, recent Indonesian studies reaffirm the central role of school principals. For example, Sariakin et al. (2025) found that school leadership significantly enhances teacher motivation and performance. A literature review by Sitepu & Nazlia (2025) similarly shows that principals with strong managerial and instructional competencies successfully foster professional commitment and better teacher performance. These findings align with the global view that synergy between principals and teachers is a decisive factor in raising the quality of learning (A'yun & Muttaqin, 2025).

Scholars tend to equate different leadership models in terms of their shared ultimate aim. K. Leithwood et al. (2004) note that the many labels for leadership styles essentially aim to set a clear direction and mobilize teachers toward it. Therefore, principals must be able to formulate the school's vision and motivate teachers to realize it. Mincu (2022) adds that radical change cannot occur without strong leadership vision. According to transformational leadership theory Bass & Avolio (1994), a leader who inspires and encourages teacher creativity and innovation will enhance their professional commitment and performance. Meanwhile, the instructional leadership framework emphasizes that principals must keep improvements in teaching and learning practice as the school's main policy focus (Legi, 2024). These concepts form the theoretical basis for viewing the principal as a proactive guide in developing teaching practices and school culture toward higher quality.

Moreover, scholarship on teacher empowerment underscores the principal's

important role. Medina et al. (2023) define teacher empowerment as the activation of teacher potential through sharing responsibilities, authority, and supportive mechanisms that optimize performance and professionalism. Within a school-based management framework, principals are responsible for creating a conducive climate that accommodates motivation, participatory decision-making, and opportunities for professional development (Herliani et al., 2025). The servant-leadership perspective also supports this view: Hasra et al. (2024) show that principals who prioritize teachers' needs (a "servant" approach) can cultivate a collaborative culture, heighten teacher motivation and commitment, and thereby positively influence learning quality. These expert perspectives provide a theoretical rationale for viewing principals primarily as facilitators of teacher professional development.

A substantial body of empirical research confirms the principal's importance. Lubis (2023) found that an elementary-school principal who functions effectively as educator and manager can guide teachers and allocate resources to improve the quality of teaching and learning processes. Muklisudin et al. (2023) reported similar results in a madrasah context: training, motivation, and feedback from the principal noticeably strengthened teacher professionalism despite constraints such as limited funding and teacher participation. Winanda et al. (2025) at MTs Negeri Medan concluded that principals with a clear vision and comprehensive professional-development programs create a conducive environment for improving teacher professionalism and educational quality. Taken together, these studies consistently show a positive relationship between leadership quality and teacher performance and commitment.

Nevertheless, important research gaps remain. Sianipar & Putri (2024) noted that many studies on school leadership have limited geographic scope, restricting the generalizability of their findings. In Indonesia, most research (e.g., Lubis, 2023; Muklisudin et al., 2023; Winanda et al., 2025) is based on single-school case studies, making it difficult to infer broader patterns. There is also a dearth of in-depth comparisons of how combinations of leadership styles affect teacher professionalism across diverse madrasah contexts. These shortcomings indicate the need for further studies that employ comprehensive theoretical frameworks and larger samples to better understand the mechanisms through which principals influence educational quality.

This study addresses that need by focusing on Madrasah Tsanawiyah Negeri 3 Karanganyar, a context that has received limited scholarly attention. The research design integrates instructional, transformational, and servant-leadership theories while incorporating teacher empowerment concepts to holistically examine how a principal can enhance teacher professionalism and student learning quality. In other words, the study goes beyond administrative functions to explore how an integrated set of leadership practices can empower teachers as the principal mechanism for improving educational quality. The proposed conceptual framework aims to enrich the literature by emphasizing the integration of leadership strategies within the cultural and policy context of Islamic education.

Theoretically, the study draws on several core frameworks. Transformational leadership explains how principals who inspire, motivate, and stimulate teachers' creative thinking can drive innovation and improved performance (Ghassani et al., 2025; Hadi et al., 2025; Kalangi et al., 2025; Lani et al., 2025). The instructional leadership framework highlights the principal's role in prioritizing the school's learning mission, teaching practices, and a positive school climate (Hatimah et al., 2025; Juniar et al., 2024; Tasirun et al., 2025). Conversely, teacher-empowerment theory suggests that allocation of responsibilities, authority, and support strengthens teachers' pedagogical and professional competencie

(Masruroh et al., 2022; Randa, 2023; Widodo & Sriyono, 2020). Servant-leadership approaches complement these frameworks by centering teachers' needs, thus fostering collaborative, supportive school cultures (Agustian & Darmawan, 2024; Djami, 2025; Dr. Melky Malingkas, 2022). These theoretical foundations inform the analysis of how leadership strategies relate to teacher professionalism and educational quality.

This study focuses on the role of the principal at MTsN 3 Karanganyar in enhancing teacher professionalism and educational quality. The primary aim is to identify effective leadership practices that facilitate teacher competency development and to examine their impact on instructional performance and student outcomes. It is hoped that the study will not only offer empirical contributions in a local context but also enrich conceptual understanding of the mechanisms by which school leadership can improve school quality.

METHOD

This study employed a qualitative approach aimed at gaining an in-depth understanding of phenomena from the perspectives of actors within the school setting. Creswell (2014) explains that qualitative research focuses on exploring meaning, participants' lived experiences, and naturally occurring social processes without manipulating variables. This approach is appropriate because the study examines how the principal enacts leadership to enhance teacher professionalism and educational quality through managerial processes, internal policies, and day-to-day interactions in the madrasah. Sugiyono (2019) likewise emphasizes that qualitative inquiry is well suited to holistically understanding human behavior, organizational actions, and sociocultural dynamics, characteristics that align with this study's emphasis on depth of understanding rather than statistical generalization.

Methodologically, the research adopted a qualitative case study design to provide a rich, contextualized account of conditions at MTsN 3 Karanganyar. Yin (2018) contends that a case study is appropriate when researchers seek to understand contemporary phenomena such as educational leadership within real-life contexts where the boundaries between the phenomenon and its context are not clearly delineated. This design was selected because the principal's role, teacher professionalism, and educational quality are interdependent within a single managerial system. While prior studies (e.g., Muklisudin et al., 2023; Winanda et al., 2025) have used similar designs, the present study adds value by integrating four leadership components (educator, manager, innovator, motivator) and by examining the direct linkages between leadership and teacher professionalism in a public madrasah context.

The study population comprised the entire MTsN 3 Karanganyar community, particularly the principal, teachers, and several students involved in instructional processes. Participants were selected using purposive sampling, that is, informants were deliberately chosen based on relevance, expertise, and involvement in the research problem. Sugiyono (2019) notes that purposive sampling is appropriate in qualitative studies because informants are selected for their informed understanding of the phenomenon under investigation. Key informants included the principal as decision-maker, teachers from multiple subject areas as instructional implementers, and students as direct recipients of instructional quality. No fixed numerical sample size was predetermined, as qualitative research prioritizes information richness over quantity (Creswell, 2014). Recruitment continued until data saturation was reached, indicated by recurring information and the absence of novel insights.

Data were collected through three primary techniques: in-depth interviews, participant observation, and document analysis. Semi-structured interviews were conducted to elicit authentic experiences while allowing probing for elaboration. Data validation

included member checking—returning information to informants to verify accuracy and ensure the credibility of findings (Lincoln & Guba, 1985). Participant observation captured naturally occurring behaviors during instruction, school management routines, and principal–teacher interactions, following Spradley (2016) guidance on sustained observation in natural settings. Document analysis covered school records such as the Madrasah Work Plan, supervision files, teacher professional development programs, and instructional activity logs. These instruments are widely used in leadership research in schools, as evidenced in Lubis (2023) and Sariakin et al. (2025).

Data analysis followed Miles et al., Miles, Huberman, and Saldaña's (2014) three-phase model: data condensation, data display, and conclusion drawing/verification. Data condensation entailed selecting salient information from interviews, observations, and documents and organizing it into themes such as principal roles, teacher development strategies, and impacts on instructional quality. Data displays took the form of descriptive narratives and thematic matrices to facilitate interpretation of relationships among social variables. Conclusions were drawn iteratively and validated through source triangulation and methodological triangulation to strengthen the credibility of the evidence.

RESULT AND DISCUSSION
Result
The role of the Principal of Madrasah Tsanawiyah Negeri 3 Karanganyar in leading teachers to achieve good quality education

In order to improve the quality of education, the Principal of Madrasah Tsanawiyah Negeri 3 Karanganyar has several roles, including acting as an educator, leader, innovator, and motivator. These roles are grouped together to organize every aspect of the Principal of Madrasah Tsanawiyah Negeri 3 Karanganyar so that they are well-directed and achieve one goal, namely the best quality of education.

The role of the Principal as an Educator is to provide guidance to teachers before they directly engage in teaching and learning activities in the classroom. This guidance includes aligning perceptions before entering the classroom, providing motivation to boost the enthusiasm of the teaching staff, and conducting evaluations in terms of learning.

The role as a leader means that the Principal must always be a role model for teachers and employees by upholding honesty and responsibility in carrying out their duties. The principal understands the condition of each human resource at the madrasah, so the principal adjusts certain policies to specific circumstances of the human resources at the madrasah so that the principal can maximize the potential of each human resource at Madrasah Tsanawiyah Negeri 3 Karanganyar. The policies taken by the Head of the Madrasah are certainly based on the school's vision and mission, where every decision taken highly upholds the Madrasah's goal of achieving good quality education.

Then, the role of the Madrasah Principal as an Innovator is the role of the Principal who constantly makes improvements and evaluations in the areas of guidance and counseling, teaching and learning activities, extracurricular activities, as well as the procurement of inventory and facilities for the madrasah. The Madrasah Principal regularly involves teachers and employees in coaching/training in order to improve the competence of educators in their respective fields.

Next is the role of the Madrasah Principal as a motivator, in which the Madrasah Principal strives to create the best possible environment in the madrasah to improve teacher comfort. The comfort created by the Madrasah Principal includes arranging the office space

to be conducive to work, arranging the layout of classrooms to be comfortable for teaching and learning activities and counseling, arranging laboratories to be conducive for conducting practical work, and optimizing the library to improve the literacy of teachers and students.

How can teachers deliver lessons in the classroom professionally?

In delivering lessons in the classroom, the teachers at Madrasah Tsanawiyah Negeri 3 Karanganyar can be said to be professional and competent because every teacher who conducts learning activities in the classroom refers to Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers, namely pedagogical, personality, professional, and social competencies.

The pedagogical competencies applied by the teachers at Madrasah Tsanawiyah Negeri 3 Karanganyar focus on the interaction between teaching and learning activities and students, including: 1) Teachers understand the characteristics of students so that they can adjust the appropriate methods for delivering lessons, 2) Having educational learning principles and theories, 3) Developing each applicable curriculum without deviation, 4) Developing the potential of students according to their respective characteristics, 5) Mastering communication methods that are easily accepted by students, 6) Continuously conducting learning assessments and evaluations to gauge students' understanding of the material.

The personal competencies applied by the teachers at Madrasah Tsanawiyah Negeri 3 Karanganyar are that teachers can be role models for each student by reflecting good character traits such as discipline, friendliness, honesty, enthusiasm, politeness, and noble character. With the example set by the teachers, the students' morals and personalities will also improve, which is certainly a very important aspect of education at the madrasah, in addition to teaching and learning activities.

The professional competence applied by the teachers at Madrasah Tsanawiyah Negeri 3 Karanganyar is to deliver learning materials creatively so that students can more easily accept and understand the material. Teachers can adjust to the situation in the classroom so that learning can continue to run smoothly. the ability to utilize technology in the learning process, and having assignments related to the material being taught, including its structure, concepts, and scientific basis, where the learning also refers to the competency standards, basic learning competencies, and learning objectives that have been set. The social competencies applied by the teachers at Madrasah Tsanawiyah Negeri 3 Karanganyar in learning are maintaining good communication and interaction with students. with good interaction, every learning material can be absorbed effectively by students. This good communication can be done by treating every student equally or not looking at the social status or background of the student, using polite language, and being able to adjust both verbally and in writing. This social competency is certainly implemented by the teachers not only in the classroom, but good communication and interaction are also maintained by the Madrasah teachers both inside and outside the school.

The Influence, Obstacles, and Solutions of Principals and Teachers in Improving the Quality of Education at Madrasah Tsanawiyah Negeri 3 Karanganyar

The management of the principal certainly greatly influences the quality of education at the madrasah. The principal's planning in terms of developing the physical condition of the school and the activities within it is aimed at improving the quality of education at the madrasah. The following are several policies implemented by the principal to improve the quality of education at Madrasah Tsanawiyah Negeri 3 Karanganyar: 1) Organizing activities by utilizing the human resources available at the school according to their respective

expertise and involving competent external parties when necessary. 2) Coordinating, supervising, and evaluating every activity that has been carried out. 3) Holding daily briefings to maintain solidarity between the teachers and the principal. 4) Providing a forum for students who have interests and talents through organizations and extracurricular activities at school, such as the Student Council, PMR, Karawitan, Qiroah, Tilawah, Tapak Suci, and many more. 5) Maintain facilities and infrastructure so that they function properly. 6) Encourage the teaching staff to participate in seminars and capacity building activities to improve their morale and competence.

From the above policies, it can be concluded that the principal, with all the systems and management practices in place, can improve the quality of education at Madrasah Tsanawiyah Negeri 3 Karanganyar.

Meanwhile, the role of teachers in improving the quality of education at Madrasah Tsanawiyah Negeri 3 Karanganyar can be seen from the way teachers prepare learning materials well, deliver lessons creatively and utilize technology, are able to understand the characteristics of children, and set a good example for students. In addition to classroom management and learning materials, teachers must also be disciplined in carrying out the principal's instructions so that there is harmony in improving the quality of education at Madrasah Tsanawiyah Negeri 3 Karanganyar.

In order to improve the quality of education at Madrasah Tsanawiyah Negeri 3 Karanganyar, the principal has identified several obstacles, including indications of a lack of motivation to learn among students, the lack of competence among the teaching staff, and limited school funds. Students who lack motivation to learn will certainly hinder their ability to absorb the lessons taught at school, which will affect their academic performance. The lack of teacher competence referred to here does not mean that the teachers at Madrasah Tsanawiyah Negeri 3 Karanganyar are incompetent, but rather that their competence, which should be maximized through personal research or collaboration with other parties, is constrained by the heavy teaching load and extracurricular activities. This is because the majority of teachers at Madrasah Tsanawiyah Negeri 3 Karanganyar also have side jobs. The final obstacle is funding, which greatly affects the principal's role in improving the quality of education and teacher professionalism because implementing each program requires a lot of money to ensure that each program can be carried out maximally and optimally. However, because Madrasah Tsanawiyah Negeri 3 Karanganyar only has funding from BOSP, the principal cannot solely allocate funds for the development of education quality and the improvement of teacher professionalism. There are still many other aspects that require funding, such as infrastructure, transportation for official travel, primary school needs, and so on.

Discussion
Analysis of Research Results

The findings show that the role of the principal of MTsN 3 Karanganyar in improving teacher professionalism and education quality is carried out through four main functions: educator, leader, innovator, and motivator. These four functions work simultaneously within a collaborative management framework, as expressed by the principal: "in this school, no one is superior or inferior; everyone works together with the same responsibilities." This collaborative approach shows that leadership is not operated within a strict hierarchical structure, but rather as a process of mobilizing teachers to achieve common goals.

This finding reinforces that the principal is not only an administrator but also a central

actor who creates the direction, culture, and learning ecosystem. When the principal emphasizes that the quality of education is a "representation of students' knowledge and manners," it shows that the school's quality orientation is holistic and encompasses the cognitive, affective, and moral domains. This concept of quality is in line with international approaches that view the quality of education as a combination of academic learning outcomes and character development (OECD, 2019; UNESCO, 2020).

At the level of teacher professionalism, the findings confirm that teachers consistently exercise their pedagogical, personal, social, and professional competencies. Teachers emphasize that professionalism is evident in punctuality, methodological innovation, the ability to understand student character, and moral exemplarity: "teachers who arrive on time, are respected by students, and teach creatively." This shows that professional practice is not only supported by normative regulations (Law No. 14/2005), but also by meaningful pedagogical daily practices.

Other findings show that the quality of education is greatly influenced by the psychological and managerial conditions of teachers. The principal emphasized that teachers who experience family problems or emotional exhaustion will bring the impact to the classroom, something that "greatly affects the quality of learning." This analysis shows that teacher professionalism does not stand alone, but is influenced by the balance between personal and professional life, supporting the view in the literature that teacher wellbeing is a key variable in the quality of the learning process (OECD, 2021).

Comparison with Previous Research

The findings of this study are consistent with international literature. Mincu (2022) emphasizes that educational transformation is largely determined by the quality of school principal leadership as the "architect of the learning organization." This is in line with the practice of madrasah principals who place collaboration and continuous evaluation as the foundation of quality management. These findings also support the theory of transformational leadership (Bass & Avolio, 1994), which emphasizes that effective leaders are able to motivate, inspire, and stimulate teachers' creativity, as when school principals initiate training, workshops, and academic qualification improvements.

This research is also in line with studies by Kaya (2024), Tse et al. (2018), and Zhang et al. (2018), which show that transformational leadership increases teachers' creativity, commitment, and innovation. In the context of madrasahs, the principal's inspiration to teachers to improve their digital skills and creative learning methods is clear evidence of this transformational influence. Furthermore, findings highlighting the importance of regular coaching, supervision, and school climate management are consistent with the instructional leadership framework (Legi, 2024; K. Leithwood et al., 2004). National studies such as Sariakin et al. (2025) and Lubis (2023) also confirm the significant influence of principals on teacher motivation and performance, in line with the results of this study. However, this study reveals an additional dimension that has not been highlighted in previous studies, namely the balance of teachers' roles in three lines (family–school–community) as an indicator of professionalism. This perspective is rarely presented in formal literature, but it emerges as an important finding in the local context of madrasahs.

Theoretical and Practical Implications

The findings of this study make several important contributions. First, theoretically, this study expands the understanding of the integration of three leadership models, transformational, instructional, and servant leadership in the madrasah environment. Principals not only provide technical guidance to teachers, but also position themselves as

moral leaders, facilitators of professional development, and guardians of the school's cultural balance. This is in line with the findings of Hasra et al. (2024) and Djami (2025) that servant leadership enhances collaborative culture and teacher commitment. Second, this study emphasizes the importance of teacher wellbeing as a component of professionalism. Factors such as time management, emotional state, and workload emerge as determinants of quality. The practical implication is the need for school policies that are more adaptive to the emotional and family needs of teachers, including workload redistribution, mentoring, and professional reflection spaces. Third, this study contributes to madrasah management practices. The principal's strategies, including daily briefings, resource optimization, teacher training, and student character building, have been proven to have a positive impact on the quality of the learning process. These strategies can be replicated in other madrasahs with similar characteristics, especially in the context of limited operational funds. Fourth, from an educational quality perspective, these findings show that quality is not only determined by infrastructure or curriculum, but by the dynamic interaction between leadership, teacher professionalism, and their personal life balance. The contribution of this study is a holistic understanding that integrates these dimensions in the context of Islamic education.

Research Limitations

This study has several limitations that need to be acknowledged scientifically. First, the single case study design limits the generalization of findings. Although the findings are rich and in-depth, the results of the study may not fully reflect the conditions of other madrasahs with different profiles. Second, the relatively limited observation and interview time may affect the stability of data on the daily behavior of teachers or principals. Third, the interview data is highly influenced by self-report bias, as teachers or principals may provide ideal or normative answers in line with social expectations. Fourth, the study did not evaluate the long-term impact of leadership strategies on student academic achievement objectively using quantitative data (e.g., trends in grades, attendance, or achievement). Nevertheless, this study still provides significant theoretical and practical value because it integrates various perspectives of principals, teachers, observations, and documentation with strong triangulation.

CONCLUSION

This study concludes that the role of the principal of Madrasah Tsanawiyah Negeri 3 Karanganyar is proven to be very strategic in improving teacher professionalism and education quality through his functions as an educator, exemplary leader, innovator, and motivator. All of these functions are carried out in an integrated manner through routine coaching, instructional supervision, continuous professional development, and strengthening a collaborative culture in the school environment. Field findings show that the quality of education is understood holistically, including improving cognitive achievement as well as shaping students' character and manners. In addition, this study confirms that teacher professionalism is not only determined by pedagogical skills and technical competence, but is also influenced by emotional stability, psychological conditions, and the ability of teachers to balance their roles in the family, school, and community. Thus, a humanistic, participatory, and adaptive leadership strategy by madrasah principals is a determining factor in creating a positive and quality-oriented learning climate.

This study makes an important contribution to the study of educational leadership by developing a hybrid leadership model that integrates instructional, transformational, servant leadership, and teacher empowerment approaches in the context of madrasahs. This

integration enriches the understanding of how leadership can influence teaching quality through emotional, spiritual, and professional mechanisms that have rarely been explored in previous studies. This study also provides empirical evidence that the quality of education cannot be separated from the psychological well-being of teachers as an important component in the implementation of quality learning. In addition, these findings emphasize the importance of including moral and spiritual dimensions as indicators of educational quality in religious institutions such as madrasahs.

Based on the limitations of this study, further research is recommended to examine the influence of principal leadership through a longitudinal approach so that changes in teacher professionalism and learning quality can be observed more consistently over a longer period of time. Expanding the research context to other madrasahs in different regions is also important to improve the generalization of the findings. Quantitative or mixed-method research needs to be conducted to measure the strength of the relationship between variables statistically and to test the mediating or moderating roles of variables such as teacher motivation, emotional well-being, organizational commitment, or infrastructure support. Furthermore, the development of intervention programs based on instructional supervision or servant leadership can be tested for effectiveness in helping principals systematically improve teacher professionalism. In-depth research related to teacher wellbeing is also important, given that this variable emerged strongly in interviews as one of the key factors affecting the quality of education.

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