

The Madrasah Head's Strategy in Developing Radhiatul Adawiyah Mangga Tiga Makassar Madrasah Aliyah

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ABSTRACT

This research focuses on the Strategy of the Head of Madrasah Aliyah Radhiatul Adawiyah Mangga Tiga Makassar. This research aims to: (1) To analyze the strategy of the head of madrasah in the development of Madrasah Aliyah Radhiatul Adawiyah Mangga Tiga Makassar, (2) To identify the supporting and inhibiting factors in the development of Madrasah Aliyah Radhiatul Adawiyah Mangga Tiga Makassar. The problem formulations are: (1) What is the strategy of the Head of Madrasah in the Development of Madrasah Aliyah Radhiatul Adawiyah Mangga Tiga Makassar? (2) What are the Supporting and Inhibiting Factors in the Development of Madrasah Aliyah Radhiatul Adawiyah Mangga Tiga Makassar? Can the head of madrasah's strategy develop the madrasah in accordance with the arrangements made by the head of madrasah or the madrasah itself? This research uses a qualitative approach, and the approach used is a case study approach that only focuses on the madrasah. Data collection was carried out using observation, interview, and documentation methods. The collected data is then processed through data reduction, data presentation, and conclusion drawing. From the research results, it can be concluded that. The results showed that the head of madrasah implemented several main strategies, namely: (1) formulating the vision and mission of the madrasah in a participatory manner; (2) improving the quality of teachers through routine training and internal coaching; (3) improving facilities and infrastructure gradually according to needs; (4) building partnerships with the community, madrasah committee, and external institutions; (5) as well as instilling a religious culture and discipline in all madrasah members. These strategies have proven effective in the development of Madrasah Aliyah Radhiatul Adawiyah Mangga Tiga Makassar.

1. INTRODUCTION

The Head of Madrasah's strategy in developing the madrasah is very important because it can influence the success or failure of the madrasah development system itself. The Head of Madrasah, as a policy maker in madrasah education, is required to act as a motivator, encouraging, pioneering, and consolidating, as well as an administrator (Amin, 2023). Madrasah Aliyah Radhiatul Adawiyah Mangga Tiga Makassar is an educational institution in the city of Makassar that has carved out many achievements, both academic and non-academic. These outstanding achievements are certainly thanks to the hard work of all elements of the madrasah. However, according to the researcher's observations, this is inseparable from the role of the Head of Madrasah Aliyah Radhiatul Adawiyah Mangga Tiga Makassar itself, because the Head of Madrasah

determines the policies in the madrasah and also implements strategies for the development of education in the madrasah.

Education in Indonesia today is inseparable from the influence of madrasah principals in managing educational unit organizations. Leadership is a key factor in determining the success or effectiveness of an educational institution (Karadona & Sari, 2025). However, the phenomenon of educational decentralization often becomes an obstacle for madrasah principals in carrying out their leadership at the educational unit level (Budiantmaja et al., 2022). Consequently, madrasah development efforts will find it difficult to achieve optimal educational quality if not accompanied by strong and strategic leadership. In the context of policymaking, every government in Indonesia must better understand and refer to applicable regulations to produce qualified madrasah principals (Sagala & Sos, 2016). Madrasah development itself is a direct consequence of changes and developments in various aspects of life. The demands for these developments are an important prerequisite in facing the challenges and dynamics of the world of education. Therefore, madrasah development is essential to create Indonesian human resources who are intelligent, virtuous, and able to live peacefully in an ever-evolving society (Ambiya et al., 2021).

The leadership ability of the Madrasah Head is a primary factor that needs to be developed immediately. Currently, it already indicates that the Madrasah Head's ability is still relatively low (Mulyasa, 2022). Madrasah Heads tend to only handle administrative matters, monitor teacher attendance, or make reports to supervisors, and have not yet demonstrated a role as professional leaders. The selection of Madrasah Aliyah Radhiatul Adwiyah Mangga Tiga Makassar as a research location is based on various considerations, including the fact that Madrasah Aliyah Radhiatul Adawiyah Mangga Tiga Makassar has an excellent program of directing and guiding students with joint prayers, tahfidz programs, and tilawah, in order to become pious, intelligent, and skilled individuals. From these findings, it can be seen that the success of the students of Madrasah Aliyah Radhiatul Adawiyah Mangga Tiga Makassar in realizing a superior, exemplary, and high-achieving institution is inseparable from the excellence of the Madrasah Head in leading. The Madrasah Head is placed as the driving force and occupies a central position in an effort to realize the madrasah's obsession to become a superior madrasah and always strives to develop and improve its educational facilities.

2. METHODS

This research employs a qualitative research type with a phenomenological approach, aiming to describe the strategies of the Head of Madrasah Aliyah Radhiatul Adawiyah Mangga Tiga Makassar. Qualitative research, according to (Kusumastuti & Khoiron, 2019), aims to understand objects in depth and comprehensively through the collection and analysis of descriptive data in the

form of words, writings, or observed behaviors. The phenomenological approach was chosen because the research focuses on only one location, namely Madrasah Aliyah Radhiatul Adawiyah. This research was conducted at Jl. Poros Mangga Tiga Permai Blok C2/10, Pacerakkang Village, Biringkanaya District, Makassar. The location was chosen based on initial observations indicating that this madrasah plays an active role in its institutional development.

The data sources in this research consist of primary data and secondary data. Primary data was obtained directly from the research subjects through interview techniques with informants such as the Head of Madrasah, teachers, and students. Meanwhile, secondary data was obtained from documents or other references that support and strengthen the findings in the field. Data collection techniques included observation, open interviews, and documentation. Observations were carried out by directly observing activities at the madrasah, interviews were conducted flexibly using a list of open-ended questions, and documentation was carried out by collecting data in the form of written notes, images, or other works related to the research object.

3.1. The Principal's Strategy in the Development of Madrasah Aliyah Radhiatul Adawiyah Mangga Tiga Makassar

The interview results can be described as follows: strategy is very important because it serves as a benchmark in the effort to fulfill and improve quality in madrasahs, including the learning process. A strategy is needed to direct steps so that all designed programs align with the madrasah's vision and mission. The Madrasah Principal needs to have the right strategy so that all processes, especially in learning, can be carried out optimally and measurably. The Madrasah Principal emphasizes the importance of alignment between the institution's vision and mission with all programs and activities carried out. The vision and mission are seen as the main direction to be achieved, and to get there, strong synergy is needed between the Madrasah Principal, teachers, and other related parties such as parents of students and the surrounding community. The Madrasah Principal realizes that the involvement of all parties is very important so that the strategies prepared are not just plans, but can be implemented in a real and effective way. Furthermore, the forum discussed in detail the steps that must be taken, including the right tricks and approaches from the beginning of the learning process. This approach is based on an awareness of the diversity of conditions and characteristics of students.

The Madrasah Principal and teachers first observe the diverse situations and backgrounds of students, including the limitations they face, both in receiving lessons and in behavior and character. Therefore, a strategy is needed that can respond to this diversity wisely and appropriately. One of the main focuses is on how to handle and shape the character of students so that learning can take place optimally. This is in line with the direction of the latest curriculum policy, which emphasizes strengthening character through religious values. This statement shows

that the role of the Madrasah Principal is not only limited to being an education administrator, but also as a character builder and director of Islamic values. Such leadership is very important in creating a conducive and religious Madrasah culture. The Madrasah Principal has a leadership character that is protective but remains firm in matters of principle and institutional affairs. Firm here does not mean authoritarian, but rather able to convey reprimands and directions in a polite and constructive manner. This type of leadership is considered effective because it can create a comfortable but directed work atmosphere.

Madrasah Aliyah Radhiatul Adawiyah has not been immune to this phenomenon. Madrasah Aliyah Radhiatul Adawiyah Mangga Tiga Makassar has experienced several obstacles in its development. These inhibiting factors can be classified into two categories: internal and external factors. Despite the various efforts and development strategies for the madrasah that have been implemented, Madrasah Aliyah Radhiatul Adawiyah still faces significant challenges related to educational facilities and infrastructure. Limited facilities, such as adequate classrooms, inadequately equipped science laboratories, limited computer labs, and a lack of other supporting facilities, are obstacles to creating an optimal learning process. Strategy is the key to success in achieving the madrasah's goals. A good Madrasah Head is one who has a strategy to advance their madrasah. Without a strategy, the madrasah's programs will not run. Strategy is the initial and most important step when a leader intends to advance the madrasah (Hanifah, 2022). No matter how great a leader is, if they do not have a good strategy, their programs will be meaningless. Leadership will not only rely on the leader's ability but also on the leader's strategy (Tawary, 2021).

The Madrasah Head is the person at the forefront who coordinates efforts to improve quality learning. The Madrasah Head is also required to have innovative ideas to develop the institution in the madrasah he leads (Dali, 2017). The role of the madrasah head as an innovator includes implementing reforms in learning. According to the Regulation of the Minister of National Education Number 13 of 2007 concerning the standards for madrasah heads in order to advance education, it is necessary for the madrasah head to play a role as an educator, manager, administrator, supervisor, leader, creator of workplaces and entrepreneur and stipulates that madrasah heads must be competent in carrying out their main functions (Rohaenah, 2019). Based on the results of research and in-depth interviews with the Madrasah Head, Curriculum Deputy, and other related parties, it can be concluded that the development strategy of Madrasah Aliyah Radhiatul Adawiyah Mangga Tiga Makassar is highly dependent on the vision and mission that have been established. The Madrasah Head plays an important role in formulating strategic steps that include improving the quality of learning, shaping the character of students, and strengthening institutional management. In its implementation, this strategy involves collaboration between the

madrasah head, teachers, students, parents, and the surrounding community. This synergy is the key to success in realizing comprehensive educational goals.

The main challenges faced by madrasas in their development process are limited funding and the diverse socio-economic backgrounds of their students. Nevertheless, the heads of madrasas and educators demonstrate a strong commitment to overcoming these obstacles through effective collaboration with parents and the implementation of adaptive approaches to student character (H. Anwar & Luneto, 2018). Madrasas also strive to shape the character of students through a curriculum based on religious and moral values. This strategy is reinforced by tahfidz programs, teacher training, and external collaborations, such as integration with Islamic boarding schools and the participation of student volunteers (Aslan, 2025). Efforts to improve the quality of madrasas are also realized through the implementation of support programs such as workshops, monitoring by supervisors, and the development of entrepreneurship tailored to the financial capabilities and needs of the madrasa (Arifin et al., 2023). A flexible, reality-based approach characterizes the strategies of madrasa heads in facing contemporary challenges (Bahri, 2019). With the now-improved accreditation of the madrasa, and the active participation of all educational elements, Madrasah Aliyah Radhiatul Adawiyah shows positive development towards becoming a superior educational institution with character that is relevant to the needs of the community.

The Madrasah principal is required to be able to lead, organize, and manage the implementation of teaching and learning programs held in the madrasah he/she leads (Yanto et al., 2023). In this case, the madrasah principal must be able to act as a supervisor of a team consisting of teachers, staff, and students in realizing an effective and efficient teaching and learning process so that learning productivity is achieved, which ultimately can improve the quality of education (Hasanah, 2020). To improve the quality of the madrasah, the madrasah principal, as a manager who is responsible for the progress of the education unit under his/her authority, must first formulate a vision of his/her leadership and prepare a madrasah that is suitable for the provision of education and learning (Asmadi et al., 2022). The Madrasah principal is a strategic position in the provision of education, both related to management and learning in the madrasah. The leadership of the madrasah principal is a commitment of the members of a profession to always improve and develop their competence, which aims to ensure that their professionalism in carrying out and leading all existing resources in a madrasah are willing to cooperate in achieving a common goal (A. S. Anwar, 2020). Madrasah development is one of the efforts to improve the quality of the madrasah so that the quality of the madrasah increases, allowing the madrasah to develop and be accepted. Because a superior madrasah is intended as a center of excellence, meaning that a superior madrasah is projected as a place to accommodate

the best students from various regions to the maximum extent. This study aims to determine the Madrasah Development Strategy.

3.2. Supporting and Hindering Factors in the Development of Madrasah Aliyah Radhiatul Adawiyah Mangga Tiga Makassar

The development of Madrasah Aliyah Radhiatul Adawiyah Mangga Tiga Makassar is supported by several important and complementary factors. First, the visionary and religious leadership of the head of the madrasah is the main foundation for creating a focused direction and development strategy. The head of the madrasah acts not only as an administrator, but also as a moral and spiritual guide for the madrasah community. In addition, support from the committee and parents of students also plays a crucial role in creating a conducive educational environment. Their active participation, both morally and materially, strengthens the spirit of teachers and students. The availability of competent teaching staff, a supportive social environment, and varied extracurricular activities are other supporting factors that enable this madrasah to develop holistically, both in academic and non-academic aspects. However, the development process of Madrasah Aliyah Radhiatul Adawiyah also faces a number of significant obstacles. One of the main constraints is the limited infrastructure, such as classrooms, laboratories, and other inadequate learning support facilities. The lack of operational funds is also a major challenge that hinders the implementation of various development programs, including teacher training, procurement of learning media, and improvement of educational facilities. In addition, the still low level of public awareness regarding the quality of the madrasah hinders full participation from the surrounding environment, which results in minimal support for development programs designed by the madrasah.

Another inhibiting factor is the negative influence of technological advancements that are not matched with strict supervision, such as gadget misuse and social media addiction, which impact the decline in students' learning enthusiasm. Based on interviews with the head of the madrasah and the teachers, these obstacles have become the main challenges that must be seriously addressed so that the madrasah development program can run optimally. Nevertheless, in general, the supporting factors possessed by this madrasah are quite strong and capable of becoming an important asset in realizing an excellent and competitive madrasah. With the synergy between the head of the madrasah, teachers, parents, and the community, as well as increased attention to existing obstacles, the development of Madrasah Aliyah Radhiatul Adawiyah Mangga Tiga Makassar can be continued sustainably.

The head of the Madrasah who implements visionary and transformational leadership has proven capable of driving institutional progress, learning innovation, and student character.

Sulhan's research (2023) shows that a head of Madrasah with visionary competencies and transformational change can guide the Madrasah to achieve competitive advantage and good educational quality. Furthermore, Nifasri's (2025) study emphasizes that transformational leadership enhances students' academic and moral achievements. According to (Dian et al., 2022), participatory management involving parents, teachers, and the community is very important in improving the quality of madrasahs. This is also emphasized by the research of Safriadi et al., (2023) on community-based financial management that empowers support from the community, parents, and school committee forums. This involvement strengthens the spirit and sense of ownership among all stakeholders. The limitations of infrastructure, such as adequate classrooms and laboratories, have become real obstacles. This condition is reinforced by the findings of Riyanti & Nugraha (2023) that the construction and maintenance of facilities require financial support and thorough planning. The financial management of private madrasahs is often not optimal. Adequate operational costs are crucial for smooth operations and quality management. Innovative strategies are needed for funding and the development of teachers and facilities. Uneven community support reduces the effectiveness of development strategies. The study by Rahmawati et al. (2025) states that community involvement is a crucial aspect of community-based education. Meanwhile, supervision of technology use is also important to ensure it does not disrupt students' concentration while studying.

3. CONCLUSION

From several interviews above, the researcher can conclude that the head of the madrasah's strategy in developing the madrasah has been running quite well. This is because the head of the madrasah gives considerable thought to the processes that must be carried out in order for the madrasah to develop. The Head of the Madrasah demonstrates a great commitment and attention to improving the quality of education, both in terms of management, teaching staff and supporting facilities. Careful planning and the involvement of all elements of the madrasah are indicators that the head of the madrasah not only acts as an administrative leader but must also be responsible for all matters relating to the madrasah. Supporting factors at Madrasah Aliyah Radhiatul Adawiyah Mangga Tiga Makassar are quite good in terms of the heredity of the teacher's or educator's personality, making it very easy for the head of the madrasah to achieve the target strategy in developing the madrasah. However, there are obstacles that exist in madrasah aliyah in general, such as this madrasah aliyah having obstacles such as the lack of facilities and infrastructure available at Madrasah Aliyah Radhiatul Adawiyah Mangga Tiga Makassar.

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