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RECONFIGURATION OF THE ROLE OF MADRASAH PRINCIPALS IN DEVELOPING TEACHER PERSONALITY PROFESSIONALITY

Limnawati¹, Abdul Goffar², Abdul Haq As³

Email address: limnah92@gmail.com¹, abdulgoffar81@gmail.com²,
abduh14888@gmail.com³

Affiliation: Institut Agama Islam At-Taqwa Bondowoso^{1,2,3}

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Abstract

Teacher personality professionalism is a fundamental dimension in improving the quality of education in madrasahs. Madrasah principals have a strategic role in fostering, directing, and facilitating the strengthening of teachers' personality competencies. However, the dynamics of changes in educational policy require a reconfiguration of leadership roles to be more responsive and adaptive. This study aims to analyze the form of reconfiguration of the role of madrasah principals in fostering teacher personality professionalism at MTs Nurul Huda Al Banat Pelayan Kapongan. This study uses a qualitative approach with an empirical study design. Data were collected through in-depth interviews with madrasah principals, teachers, and education staff, observations of the coaching process, and document reviews. Data analysis was carried out through data reduction, data presentation, and interactive drawing of conclusions. The study shows that madrasah principals reconfigured their roles in three main aspects: (1) visionary leadership based on moral example; (2) strengthening a collaborative work climate through humanistic supervision and spiritual guidance; and (3) facilitating competency development through internal training and a continuous mentoring model. These changes have an impact on increasing teacher discipline, work ethic, and professional responsibility. Reconfiguring the role of the madrasah principal has been shown to contribute significantly to improving teacher professionalism. These findings recommend the development of a transformative leadership model based on role models and persuasive communication in madrasahs.

Keywords: Madrasah Principal, Teacher Professionalism, Personality, Transformative Leadership, Coaching.

Abstrak

Profesionalitas kepribadian guru merupakan dimensi fundamental dalam peningkatan mutu pendidikan di madrasah. Kepala madrasah memiliki peran strategis dalam membina, mengarahkan, serta memfasilitasi penguatan kompetensi kepribadian guru. Namun, dinamika perubahan kebijakan pendidikan menuntut adanya rekonfigurasi peran kepemimpinan agar lebih responsif dan adaptif. Penelitian ini bertujuan menganalisis bentuk rekonfigurasi peran kepala madrasah dalam pembinaan profesionalitas kepribadian guru di MTs Nurul Huda Al Banat Pelayan Kapongan. Penelitian ini menggunakan pendekatan kualitatif dengan desain studi empiris. Data dikumpulkan melalui wawancara mendalam dengan kepala madrasah, guru, dan tenaga kependidikan, observasi proses pembinaan, serta telaah dokumen. Analisis data dilakukan melalui reduksi data, penyajian data, dan penarikan kesimpulan secara interaktif. Penelitian menunjukkan bahwa kepala madrasah melakukan rekonfigurasi peran dalam tiga aspek utama: (1) kepemimpinan visioner berbasis keteladanan moral; (2) penguatan iklim kerja kolaboratif melalui supervisi humanis dan pembinaan spiritual; serta (3) fasilitasi pengembangan kompetensi melalui pelatihan internal dan model pendampingan berkelanjutan. Perubahan ini berdampak pada meningkatnya disiplin, etos kerja, dan tanggung jawab profesional guru. Rekonfigurasi peran kepala madrasah terbukti berkontribusi signifikan terhadap peningkatan profesionalitas kepribadian guru. Temuan ini merekomendasikan pengembangan model kepemimpinan transformatif berbasis keteladanan dan komunikasi persuasif di madrasah.

Kata Kunci: kepala madrasah, profesionalitas guru, kepribadian, kepemimpinan transformatif, pembinaan.

A. Introduction

Education is the key to a nation's success in global competition. It is a strategic sector that determines the direction of a country's progress, as it is through education that knowledge, skills, and noble values are passed down from one generation to the next. This process takes place through teaching, training, research, and planned independent learning. Etymologically, the word "*education*" comes from the Latin "*ducare*," meaning "to guide, direct, or lead," with the prefix "*e*" meaning "out." Thus, education can be interpreted as the process of "guiding" someone out of ignorance toward understanding, maturity, and independent thinking. (Hawari et al. 2024, 45)

Law Number 20 of 2003 concerning the National Education System affirms that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential. This potential includes spiritual religious strength, self-control, personality, intelligence, noble character, and the skills needed by themselves, society, the nation, and the state. National education is based on Pancasila and the 1945 Constitution of the Republic of Indonesia, rooted in religious values and national culture, and must be responsive to the demands of changing times. The function of national education is to develop abilities and shape the character and civilization of a dignified nation, with the aim of forming people who are faithful, pious, have noble character, are healthy,

knowledgeable, capable, creative, and become democratic and responsible citizens. (Marlia 2024, 67)

To achieve these educational goals, effective management and quality leadership are required in every educational unit. In the context of formal education in madrasas, the principal plays a central role. Government Regulation Number 28 of 1990, Article 12 Paragraph (1) states that the principal of a school or madrasa is responsible for organizing educational activities, school administration, developing educational staff, and utilizing and maintaining facilities and infrastructure. This responsibility is not only administrative, but also includes a strategic role in directing the vision, mission, and work culture within the madrasa environment. (Sanjaya 2024, 87)

As an educational leader, the madrasah principal acts as a manager who regulates the madrasah's operations, an administrator who ensures the orderliness of documents and procedures, and a supervisor who mentors teachers and other educational staff. In their supervisory role, madrasah principals must possess academic supervision competencies, as stipulated in the Minister of National Education Regulation Number 13 of 2007 concerning School/Madrasah Principal Standards. These competencies are essential for ensuring the quality of learning, improving teacher professionalism, and optimally achieving educational goals. (Noprika et al. 2020, 21; Murtafi'ah & Al Rosid, 2024)

One of the key factors in educational success is teacher competence. Teacher competence is a set of knowledge, skills, and attitudes that teachers must possess, internalize, and master in carrying out their professional duties. Of the various types of teacher competence, personality competence occupies a crucial position because it is directly related to the formation of student character. Personality competence encompasses personal abilities that reflect a strong, stable, mature, wise, authoritative, and noble personality. Teachers with good personality competence are able to serve as role models in their attitudes, behaviors, and actions, thus positively influencing the formation of student character. (Panjaitan and Hafizzah 2025, 17)

Sub-competencies in personality competency include: 1.). A steady and stable personality, namely consistency in behaving according to social and professional norms, 2). A mature personality, namely independence in making decisions and carrying out the role of educator, 3. A wise personality, namely the ability to make decisions based on the benefit and common good, 4). A dignified personality, namely having a respected attitude and being able to influence the environment positively and 5). Having noble morals, namely behaving according to religious norms such as honesty, sincerity, and a helpful attitude. (Hariyasasti and Purwanto 2025, 13)

MTs Nurul Huda Al Banat Kapongan, located in Pelayan Village, Kapongan District, Situbondo Regency, is a private Islamic school with a strong presence in the provision of Islamic education. This school has been accredited A, indicating the quality of superior education delivery and is officially recognized. With adequate facilities and the support of the Islamic boarding school environment, MTs Nurul Huda Al Banat has great potential to become a center for education for women with

character, Islamic personalities, and competitiveness. However, initial observations indicate that the development of teacher personality competencies at this school is still not running optimally. Some identified problems include: the implementation of the development program is not optimal and not structured in a sustainable manner, the continued presence of teachers who are still lacking discipline in attendance and exemplary behavior, and the level of loyalty and commitment of some teachers to the competency improvement program designed by the head of the school is still considered to be below expectations. These conditions indicate the need for more effective leadership strategies to strengthen teacher personality competencies as the frontline of character education in the school.

These issues indicate a gap between the desired development vision and practice in the field. In its implementation, the leadership of madrasah principals has not been fully integrated with effective development strategies, a shared vision and mission among stakeholders, and full commitment from all relevant parties. (Anas 2024, 13) In fact, consistent and targeted development of teacher personality competencies will have a direct impact on the quality of the learning process. The importance of reconfiguring the role of madrasah principals in improving teacher personality competencies is also related to the teacher's role as a key figure in the classroom. Teachers not only transfer knowledge but also shape the character, attitudes, and learning habits of students. If teachers' personality competencies are strong, students will more easily emulate the positive values instilled, thus creating a conducive learning climate. Conversely, weaknesses in teacher personality competencies can negatively impact student character development in madrasahs.

Thus, this research is highly urgent. The findings are expected to provide a comprehensive overview of how the implementation of madrasah principal leadership improves teacher personality competency at MTs Nurul Huda Al Banat Pelayan Kapongan Situbondo, including the strategies used, the obstacles encountered, and the impacts achieved. The results of this study are expected to serve as a reference for other madrasah principals in formulating more effective teacher development policies and contributing to the development of education quality in Indonesia, particularly in madrasah environments.

B. Research methods

This study uses a descriptive approach with a qualitative research type. (Luthfiyah 2018, 76) empirical study design. The descriptive approach was chosen because it is appropriate to describe the phenomenon in detail through the process of collecting, analyzing, interpreting, and drawing conclusions from the data obtained. In qualitative research, concepts are developed inductively with more emphasis on the process than the final result. As explained by Sugiyono, qualitative research is conducted in natural object conditions, the researcher is the key instrument, data collection is carried out through triangulation, data analysis is inductive, and the research results focus more on meaning than generalization. This approach allows

researchers to understand the phenomenon in depth, especially related to the leadership of madrasah principals in developing teacher personality competencies. (P et al. 2023, 87; Al Rosid et al., 2024)

The research location is MTs Nurul Huda Al Banat Pelayan Kapongan Situbondo, located within a female-only Islamic boarding school. This location was chosen based on the relevance of the research object to the study's focus, namely the leadership role of the principal in fostering and improving teacher personality competencies. Furthermore, this school boasts excellent accreditation and a strong presence in the community, making it an appropriate context for examining the dynamics of leadership implementation in fostering teacher professional character.

The researcher conducted direct observations at the madrasah to gain a factual understanding of the leadership practices implemented. The duration of the study was not strictly limited, but rather adjusted to the mutual agreement of the research subjects to ensure effective and accurate data collection. The researcher's presence in this study was essential, given that qualitative research positions the researcher as the primary instrument. As Lexy J. Moleong (Moleong 2014, 53) points out, the researcher acts as a planner, data collector, analyzer, interpreter, and reporter of research results. Therefore, the researcher was directly involved and interacted with the research subjects in the field. The research subjects consisted of the madrasah principal, who is the primary decision-maker and driver of teacher competency development, and one teacher selected for relevance to the research focus. This subject selection took into account the strategic roles of both in developing teacher personality competencies, which students will emulate.

Data collection was conducted through three main techniques: observation, interviews, and documentation. Observations were conducted using a structured nonparticipant observation method, in which the researcher was not directly involved in the subject's activities but observed according to a predetermined systematic design. Semi-structured interviews were conducted with the madrasah principal and a teacher to obtain information on leadership styles, development programs, and challenges faced. Documentation was used to obtain written and visual data such as the madrasah profile, vision and mission, number of teachers and students, facilities and infrastructure, and achievements. The combination of these three techniques aims to produce comprehensive and valid data.

Data analysis was conducted systematically through the stages of data reduction, data presentation, and conclusion drawing. Data reduction involved sorting important information from observations, interviews, and documentation to focus the data. Data presentation was done by arranging the information logically and structured to facilitate the extraction of meaning. The resulting conclusions are expected to answer the research problem formulation in depth. To ensure the validity of the data, the researcher applied the criteria of credibility, transferability, dependability, and confirmability as recommended by Sugiyono. Through this procedure, the research

results are expected to be scientifically accountable and provide a tangible contribution to the development of teacher personality competencies in madrasas.

C. Results and Discussion

Leadership Profile of the Madrasah Principal at MTs Nurul Huda al-Banat

The leadership of the madrasah principal at MTs Nurul Huda Al Banat displays a blend of religious character, professionalism, and commitment to a strong educational vision. The madrasah principal's personal background and work experience serve as the foundation that influences his leadership style and behavior. As an educator with a long history in the madrasah world, he began his career as a teacher and rose to become a trusted leader. This long journey shaped his perspective that the success of a madrasah is determined not only by academic prowess but also by the moral and personality development of all school members, especially teachers. In his daily life, the madrasah principal is known as a communicative figure, has a close relationship with teachers, and often provides advice rooted in Islamic values.

In terms of leadership style, field observations indicate that he applies an approach that tends to combine transformational and instructional leadership. His transformational style is reflected in his ability to build a shared vision and motivate teachers to exceed minimum performance targets. He not only emphasizes student academic achievement but also directs teachers to be role models of morality and behavior for students. Meanwhile, the instructional element is evident in his direct involvement in the learning process, both through classroom supervision, evaluation of learning materials, and guidance in developing effective teaching methods. In weekly meetings, the principal often opens discussions about teaching challenges and then collaboratively seeks solutions that can be practically implemented. (Elya et al. 2024, 45)

Democratic character also characterizes his leadership. In the decision-making process, the principal involves teachers and staff through deliberation forums. Every strategic decision, such as determining development programs or extracurricular activities, is discussed openly so that all parties feel a shared responsibility. This aligns with the principle of participatory leadership, which encourages the involvement of all organizational members to foster a sense of *belonging* within the madrasa. Interviews revealed that several teachers felt valued because their opinions were taken into account, even in technical matters such as scheduling exams or assigning teaching assignments.

The principal also demonstrates a clear vision and mission that underpins every policy. MTs Nurul Huda Al-Banat's vision emphasizes the formation of a generation with noble character, high achievement, and readiness to face the challenges of the times. To realize this vision, the principal translates it into operational missions, such as improving the quality of technology-based learning, integrating Islamic values (Kitab Kuning) into every subject, and building a culture of discipline within the madrasah. This vision is not only written on the school walls but is also internalized

through speeches, meetings, religious activities, and regular coaching. In a meeting observation, the principal emphasized that every teacher must be a role model in speech, behavior, and discipline, as students learn more from direct examples than from mere verbal instruction.

The principal's communication skills are a key strength in his leadership. He possesses a persuasive, calm, and easy-to-understand speaking style. In formal forums such as annual work meetings, he is able to convey strategic ideas in inspiring language. Meanwhile, in informal interactions, such as casual conversations in the teachers' lounge, his communication builds emotional closeness and motivates teachers to continue developing. His two-way communication approach makes teachers feel comfortable discussing any issues they face, whether related to work or personal matters that impact their performance.

In decision-making, the principal tends to prioritize situational analysis and consideration of multiple perspectives. For example, when faced with a problem of declining student motivation in a particular class, he doesn't immediately blame the teacher, but rather gathers data from the homeroom teacher, the guidance counselor, and the students themselves. This approach is consistent with the principle of *problem-solving leadership*, which emphasizes evidence-based decision-making. Thus, decisions made are not merely reactive but also solution-oriented and sustainable.

Developing teaching staff is a key focus of his leadership. The principal initiated a program to develop teacher personality competencies through several activities, including regular religious study sessions, internal training, individual mentoring, and self-reflection. In an interview, he emphasized that personality competency is the foundation of all teacher competencies. Teachers with high integrity, discipline, and empathy will be better able to carry out their professional duties. Therefore, development is not only directed at the technical aspects of learning but also at developing attitudes and character that align with Islamic values. (Jatmikowati et al. 2023, 11)

From a leadership theory perspective, this principal's style can be categorized as *transformational leadership* because he inspires, sets an example, and empowers teachers to innovate. The *idealized influence element* is evident in the exemplary behavior he demonstrates; *inspirational motivation* is evident in his ability to communicate a motivating vision; *intellectual stimulation* is evident in his encouragement to develop creative learning methods; and *individualized consideration* is evident in his attention to the unique needs of each teacher. Meanwhile, from an *instructional leadership perspective*, his involvement in learning supervision, evaluation of teaching materials, and professional guidance demonstrates a commitment to directly improving the quality of teaching.

Field evidence supports this analysis. For example, during instructional supervision observations, the principal not only assessed lesson plans and lesson implementation but also provided input on teacher attitudes in classroom

management, student interactions, and the use of polite language. Program documentation demonstrates a structured coaching schedule, ranging from moral development through monthly religious study groups to professional development through internal *workshops*. Meeting minutes demonstrate consistency in discussing teacher performance evaluations, including personality aspects, and linking them to the school's educational goals.

Further analysis showed that this leadership style was effective in creating a positive work culture. Teachers felt motivated to maintain professional behavior, students were provided with positive role models, and the madrasah environment became more conducive to learning. However, this highly participatory approach also presents challenges, such as requiring longer decision-making time due to the need to accommodate diverse input. However, the madrasah principal was able to minimize these challenges by limiting the duration of discussions and establishing deadlines for decision implementation.

Overall, the leadership profile of the madrasah principal at MTs al-Banat demonstrates a harmonious integration of religious values, a learning orientation, and participatory management. This character not only fosters harmonious relationships among teachers and staff but also fosters a learning environment that supports the achievement of teacher personality competencies. This is consistent with the view that effective leadership in Islamic education requires a balance between moral exemplarity, managerial expertise, and a focus on the quality of learning. Therefore, it can be concluded that the leadership style of the madrasah principal at MTs al-Banat reflects the principles of *transformational* and *instructional leadership* that are effectively implemented, adapted to the local social and cultural context. (Risnajayanti and Nur 2025, 67)

Forms and Development Strategies Implemented at MTs Nurul Huda al-Banat

Teacher personality competency development at MTs Al-Banat is implemented through various forms and strategies carefully designed by the principal. Each development activity is aimed at strengthening integrity, responsibility, exemplary behavior, discipline, and religious values, which are the primary foundations of teacher performance. In practice, development is carried out in three broad categories: formal, informal, and religious, which complement each other. Furthermore, an academic supervision strategy serves as an important instrument for assessing and improving teacher professional behavior in the classroom. (Solikhun et al. 2025, 23)

1. Formal Development: Training, Workshops, and Structured Training

Formal development programs are programs with systematic planning, schedules, and materials. Madrasah principals utilize opportunities provided by the Ministry of Religious Affairs and internal madrasah initiatives to involve teachers in various training programs and *workshops* focused on personality development. For example, the "Strengthening Character Education (PPK)"

training emphasizes the integration of religious values, nationalism, independence, and integrity into learning practices. This activity typically lasts two to three days and uses interactive lectures, group discussions, and simulations. (Kurniawati et al. 2025, 12)

In addition, the madrasah also holds internal training every semester. This training addresses topics relevant to current challenges, such as "Teacher Professional Ethics from an Islamic Perspective" or "Emotional Management in the School Environment." The training materials are designed to combine theory with hands-on practice, so that participants not only understand the concepts but also apply them in their daily lives. Participants include all teachers and educational staff, with invited speakers from academics, religious leaders, or education department officials.

Analysis of the effectiveness of formal coaching shows that, despite its infrequent frequency, it has a long-term impact by providing new insights and stimulating self-reflection. Several teachers acknowledged that the training encouraged them to be more mindful of their behavior in front of students, maintain consistent behavior, and improve their communication skills. (Solikhun et al. 2025, 23)

2. Informal Coaching: Coaching and Mentoring

Informal coaching takes place in a more relaxed and flexible setting, often through direct conversations between the principal and teachers. *Coaching* typically focuses on developing specific skills, such as classroom conflict management techniques or student motivation. *Mentoring, on the other hand*, is more of a long-term approach, where the principal or senior teacher provides guidance and role models for younger teachers or those facing challenges. (Yanti et al. 2026, 23)

Coaching activities often occur after the principal has conducted classroom observations. He or she will invite the teacher to a meeting in the classroom, express appreciation for positive aspects, and then discuss areas for improvement. This process is conducted in person to ensure the teacher feels valued and unstressed. Furthermore, *mentoring* occurs on an ongoing basis, for example, by assigning a senior teacher to mentor a new teacher for the first six months of their term. (Radhiyah and Yusrianti, nd, 21)

This informal approach is highly effective in fostering a trusting relationship between the principal and teachers. Teachers feel more open to communicating challenges they face, both in the technical realm of learning and personal issues that impact performance. From a theoretical perspective, this strategy aligns with the concept of *individualized consideration* in transformational leadership, where leaders pay attention to the unique needs of each team member.

3. Religious Guidance: Islamic Study Groups, Religious Activities, and Internalization of Islamic Values

As an Islamic-based madrasah, religious development is a key pillar in strengthening teachers' personal competencies. Regular religious study sessions are held monthly, usually on Saturdays. The principal, along with an invited religious teacher or ustaz, participates in a study of the Ihya' (Islamic text) with the teacher, who discusses morals, ethics, and the responsibilities of an educator from an Islamic perspective. Topics discussed range from trustworthiness and patience in teaching to the importance of sincerity in one's work. (Firdaus et al. 2025, 12)

In addition to religious studies, religious activities such as congregational Dhuha prayers, Quran recitation before class, and commemoration of Islamic holidays are also used as a means of character development. Teachers are expected to be role models in these practices, allowing students to learn through direct observation. (Bulhayat and Akbar 2025)

Analysis shows that religious guidance has a significant influence on the formation of teachers' attitudes and behaviors. Consistent internalization of Islamic values encourages teachers to be mindful of their language, act fairly, and respect every student without discrimination. These activities also strengthen a sense of community among teachers, as they engage in activities that deepen spiritual bonds.

4. Academic Supervision as a Development Instrument

Academic supervision at MTs Al-Banat focuses not only on the quality of learning but also on the personality of teachers. The principal regularly supervises classes, observing teacher interactions with students, language use, attitudes toward students experiencing learning difficulties, and classroom management. Following the supervision, a group reflection session is held to discuss identified strengths and weaknesses. (Andriyati et al. 2026, 12)

This process is typically conducted at least twice a semester for each teacher. During the evaluation, the principal strives to maintain a constructive atmosphere so that teachers do not feel judged. Academic supervision is an effective strategy for directly correcting teacher behavior, as feedback is provided immediately after the observation. (Mafdu and Islam 2024, 09)

5. Frequency, Duration, Participants, and Implementation Method

Each type of coaching varies in frequency and duration. Formal coaching, such as *workshops*, is typically held once or twice a year, lasting two to three days. Informal coaching is incidental, depending on the needs and circumstances. Religious coaching is conducted routinely monthly or weekly, while academic supervision is scheduled each semester.

Participants include all teachers and staff, with particular priority given to programs requiring small groups, such as individual *coaching*. Methods used vary, from lectures to convey theory, group discussions to share experiences, to hands-on practice or simulations for skills development.

6. Monitoring and Evaluation Mechanism

The principal implements monitoring and evaluation mechanisms to ensure effective mentoring. Each formal mentoring activity is documented through attendance lists, activity reports, and participant satisfaction evaluations. For informal mentoring, the results are recorded in the principal's workbook, particularly regarding the development of the teachers being mentored. Evaluation of religious mentoring is conducted through observations of teachers' daily behavior, both inside and outside the classroom. (Robbainah and Purnomo 2025, 09)

Evaluation results are used to design subsequent coaching. For example, if it's discovered that time management remains a problem, the next coaching topic will focus on time management and professional commitment. This approach ensures continuity between one coaching activity and the next.

Analysis of various evidence shows that the combination of formal, informal, religious, and academic supervision produces mutually reinforcing positive impacts. Formal guidance provides knowledge and awareness, informal guidance builds personal relationships and ongoing mentoring, religious guidance instills moral values that are core to personality, while academic supervision provides direct control and evaluation of implementation in the field. (Parengring and Kiu 2025, 21)

The link between strategy and changes in teacher behavior is evident in the testimonies of several teachers who expressed greater awareness of the importance of being role models for their students. They admitted to being more disciplined with their time, being more mindful of their language when teaching, and being more patient with students with diverse personalities. This demonstrates that coaching not only has short-term effects but also influences teachers' mindsets and work habits. ('Training and Career Development Towards Superior Human Resources in Islamic Educational Institutions: Research | Journal of Community Service and Educational Research', n.d.)

The Mechanism of Leadership Influence on Teacher Personality Competence: A Study of the Reconfiguration of the Role of the Madrasah Principal

The leadership of the madrasah principal at MTs Nurul Huda Al-Banat plays a central role in shaping, maintaining, and improving teachers' personal competencies. This influence operates through a series of mechanisms that can be divided into direct and indirect channels. The direct channel relates to the principal's face-to-face interactions and concrete actions toward teachers, while the indirect channel operates through the formation of madrasah systems, values, and culture that influence teachers' collective behavior.

Social Learning theory, which emphasizes that individual behavior can be shaped through observing models deemed credible and respected. (Irama et al. 2024, 17) The principal, in this case, serves as the primary role model for teachers

to emulate. Furthermore, *the Leader–Member Exchange theory* provides a framework for understanding how the quality of the relationship between leaders and members determines the extent to which the values espoused by the leader can be internalized by subordinates.

First, the Direct Mechanism. (Irfan et al. 2025, 7)

The principal serves as a role model for teachers in terms of discipline, integrity, and professionalism. For example, he or she always arrives on time for class, wears appropriate attire, and greets teachers and students in a friendly manner. These habits strongly signal that discipline is not just a written rule, but a value that must be lived.

Teachers who observe this consistency in behavior tend to adapt to avoid appearing to be in conflict with the standards set by their leaders. This mechanism works as Bandura explained: observing a model's consistent behavior will trigger imitation, especially if the model has high status and credibility.

Supervision conducted by the principal not only aims to review instructional administration but also assess the personality of teachers in the classroom. During observations, the principal notes how teachers interact with students, their instructional methods, facial expressions, and responses to student misbehavior.

Following the observation, the principal held a face-to-face meeting with the teacher to provide feedback. This feedback was two-way, allowing the teacher to explain their reasoning and receive feedback. This process raised awareness of inappropriate behavior and provided concrete guidance for correcting it.

Feedback isn't always given in a formal forum; often, principals deliver it personally after observing teacher behavior that merits appreciation or correction. For example, if a teacher demonstrates exceptional patience in dealing with a difficult student, the principal will express their gratitude directly. Conversely, if a teacher is seen leaving class for too long, the principal will reprimand them tactfully. This positive reinforcement encourages teachers to maintain good behavior, while constructive correction reduces resistance and increases willingness to change.

The rules of professional ethics for teachers are consistently enforced. The principal does not hesitate to issue written warnings for serious violations, such as inappropriate language used in front of students or unexcused absences. Enforcing these rules emphasizes that expected character values are not mere rhetoric but have real consequences if violated. Through a combination of role modeling, supervision, feedback, and rule enforcement, this direct pathway creates a behavioral learning process with quickly visible results.

Second, Indirect Mechanism

The madrasah principal gradually shapes a madrasah culture that upholds religious values, togetherness, and professionalism. This culture is manifested in shared habits such as reciting prayers before classes begin, holding regular

meetings that begin with recitation of the Koran, and applying greetings upon meeting. This culture serves as a framework for all members of the madrasah. New teachers who join will automatically adapt because they feel compelled to follow applicable norms, in accordance with the concept of *organizational culture*, which states that organizational culture shapes individual behavior through unwritten norms. In addition to intrinsic motivation, teachers are also driven by social incentives in the form of recognition and appreciation from the madrasah principal and colleagues. The madrasah principal often gives symbolic awards such as certificates or praise during meetings to teachers who demonstrate high dedication. This recognition creates healthy competition among teachers to maintain their positive reputation.

The principal encourages positive interactions between teachers through teamwork, for example in extracurricular activities or school projects. Teachers with positive personalities serve as role models for their colleagues. This phenomenon aligns with *social learning theory*, which states that individuals learn not only from authority figures but also from their peer groups. Over time, the principal successfully establishes collective norms that view integrity, decency, and responsibility as minimum standards. These norms create effective social control; teachers who engage in deviant behavior experience social pressure from their peers. Thus, the principal's influence is felt not only directly but also through group control mechanisms.

When examined from a theoretical perspective, the influence of the principal's leadership at MTs Nurul Huda al-Banat appears to combine three complementary perspectives. First, this approach aligns with the *Social Learning Theory* developed by Albert Bandura. In this theory, a person's behavior is largely shaped through the process of observing figures deemed credible, then imitating them when that behavior receives positive reinforcement. (Irhas Sabililhaq et al. 2024, 09) The principal, through exemplary behavior, discipline, and daily interactions, serves as a primary role model for teachers. When teachers observe consistent behavior and receive rewards, whether in the form of praise or recognition, they are encouraged to do the same.

Furthermore, the relationship between the madrasah principal and teachers can be understood through the *Leader–Member Exchange framework*. A well-established relationship, based on mutual trust and respect, facilitates the transfer of personal values. (Supandi and Sukerni 2025, 11) Teachers feel valued not only for their technical competence, but also as individuals who play a vital role in realizing the madrasah's vision. This feeling triggers an internal drive to reciprocate this trust by demonstrating behavior that aligns with the leader's expectations. ('Human Resource Management Appearance in Islamic Education', n.d.)

Furthermore, the influence of this leadership is also rooted in the *theoretical framework of organizational culture*. Consistently established values

and norms—such as communal prayer, mutual respect, and a spirit of togetherness—form a strong madrasah culture. This culture serves as a guideline for the behavior of all members of the madrasah, so that even without direct orders, teachers are still encouraged to maintain the agreed-upon standards of behavior. (Muslim et al. 2024)

Thus, the leadership of a madrasah principal operates not only through individual exemplary behavior and quality personal relationships, but also through the creation of a system of values and norms that are internalized in madrasah life. The combination of these three perspectives creates a comprehensive impact, encompassing both individual behavioral changes and the formation of the collective character of teachers.

D. Closing

Based on research findings, it can be emphasized that teacher professionalism is not merely an individual attribute, but rather the result of a structured, consistent, and sustainable development process within the madrasah institutional ecosystem. Madrasah principals occupy a central position as strategic actors who determine the direction, culture, and dynamics of teacher competency development. In the context of increasingly complex and dynamic educational policy changes, madrasah principals are required to not only perform administrative functions but also reconfigure their leadership roles to be more visionary, humanistic, and transformative.

This study shows that at MTs Nurul Huda Al Banat Pelayan Kapongan, the reconfiguration of the principal's role is manifested in three main dimensions: moral exemplarity as the basis of visionary leadership, the creation of a collaborative work climate through humanistic supervision and spiritual development, and the facilitation of competency development through internal training and ongoing mentoring. These three aspects are interconnected and form an integral development pattern. The impact is seen in increased discipline, work ethic, professional responsibility, and teachers' reflective awareness of their pedagogical and moral roles.

Conceptually, these findings reinforce the importance of a transformative leadership model based on role models and persuasive communication in the madrasah context. Reconfiguring the role of the madrasah principal is not only oriented towards achieving performance targets, but also towards developing the character and integrity of teachers as educators. Therefore, improving the quality of madrasah education must be understood as a cultural process that begins with strengthening the professionalism of teachers' personalities through adaptive and inspirational leadership.

This study recommends that transformative leadership practices be expanded and replicated in other madrasahs, while still considering the social and cultural context of each institution. Further studies are also needed to explore a

more comprehensive evaluation model for the long-term effectiveness of teacher personality development. With these steps, madrasas are expected to be able to build a strong, competitive professional culture rooted in the moral-spiritual values that characterize Islamic education.

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Reconfiguration of the Role of Madrasah Principals in Developing Teacher Personality Professionalism **Limnawati¹, Abdul Goffar², Abdul Haq As³**