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Strategic Management of Madrasah Principals in Improving the Quality of Human Resources

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Abstract : *The leadership of the madrasa head plays a crucial role in determining the quality and effectiveness of educational institutions, particularly through efforts to mobilize, manage, and develop the human resources of the madrasa community. This study aims to analyze the leadership strategies of madrasa heads in improving the quality of human resources through managerial functions, including planning, organizing, implementing, and supervising educational activities. This research employed a qualitative multi-site case study approach. Data were collected through participant observation, in-depth interviews, and documentation involving madrasa heads, teachers, administrative staff, and other relevant stakeholders. Data were analyzed using individual case analysis and cross-site analysis to identify patterns and similarities across the research sites. Data validity was ensured through credibility, transferability, dependability, and confirmability. The findings indicate that madrasa heads improve human resource quality through four interconnected leadership functions: planning human resource development, organizing resources and responsibilities, implementing development programs and institutional activities, and supervising performance and professional development. These functions demonstrate that effective madrasa leadership is not limited to administrative management but also involves strategic efforts to mobilize the madrasa community and foster continuous human resource development. The study concludes that systematic, participatory, and continuous leadership contributes significantly to strengthening the quality of human resources and supporting the achievement of madrasa educational goals.*

Keywords : *Madrasah Leadership; Human Resource Quality; Educational Management.*
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INTRODUCTION

Globalization and the rapid development of science and technology, particularly information technology, have brought significant changes to the educational sector. These developments require educational institutions to continuously improve the quality of human resources (HR) so that they are able to adapt to changing educational, social, and technological demands (Widya, 2022). The quality of human resources has become an important determinant of institutional effectiveness and educational competitiveness because educational institutions are not only expected to produce academically competent graduates but also individuals who are creative, independent, responsible, and capable of responding to changing circumstances (Dobija et al., 2023; Zamroni et al., 2020). This orientation is consistent with Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System, which emphasizes that national education functions to develop capabilities and shape the character and civilization of the nation (Röser et al., 2020; Tarsakoo & Charoensukmongkol, 2020). Education is directed toward developing learners who believe in and are devoted to God Almighty, possess noble character, are knowledgeable, capable, creative, independent, democratic, and responsible. Therefore, improving the quality of human resources must become an integral part of educational management and institutional development.

In educational institutions, the achievement of these objectives is strongly influenced by leadership capacity. Leadership is not merely the exercise of authority but also the ability to influence, direct, empower, and mobilize organizational members to achieve institutional goals (Zainuddin, 2017). In the context of madrasas, the head of the madrasa occupies a strategic position as both an educational manager and a formal leader responsible for directing institutional activities (Jannah, 2020; Sari & Afriansyah, 2020). The head of the madrasa is responsible for planning, organizing, implementing, and evaluating educational programs while simultaneously creating a harmonious and conducive working environment (Aminulloh et al., 2023; Kwangmuang et al., 2021). This leadership responsibility is also grounded in Islamic values, particularly the principle of amanah as stated in Surah An-Nisa' verse 58: *"Indeed, Allah commands you to render trusts to whom they are due and when you judge between people to judge with justice."* This verse reinforces that leadership in Islamic educational institutions is a mandate that must be carried out with responsibility, justice, and integrity. Accordingly, the effectiveness of madrasa management is closely related to the ability of its head to optimize institutional resources and develop the people involved in the educational process.

Human resource management is consequently a fundamental component of effective madrasa leadership. Human resource management focuses on organizing and developing the role and potential of individuals so that organizational objectives can be achieved effectively and efficiently. Human resources are not merely organizational assets but the central actors responsible for implementing institutional programs and achieving educational goals (Cahyo, 2019). In educational institutions, human resource management encompasses professional development, performance management, training, motivation, empowerment, and the creation of supportive working conditions (Purworini, 2019). The head of the madrasa therefore needs to move beyond administrative responsibilities by developing systematic strategies that strengthen the competence, motivation, and professional capacity of teachers and educational

personnel. Such strategies may include facilitating further education, organizing training and workshops, encouraging professional learning activities, assigning responsibilities according to competencies, and providing opportunities for teachers to develop innovative learning practices. Effective human resource management thus becomes an important mechanism through which madrasa leadership contributes to sustainable improvements in educational quality (Suryani et al., 2021).

The strategic importance of the head of the madrasa can be observed in MI Nurul Qadim Jabung Wetan and MI Nurul Wahid Al-Wahyuni Sumberan Besuk, two Islamic elementary educational institutions that demonstrate relatively strong educational characteristics. Both institutions have developed educational curricula, adequate facilities, and teachers with appropriate academic qualifications and professional certification. Although the two madrasas share a commitment to improving educational quality, they have different institutional characteristics and leadership contexts (Buerkle et al., 2023). Preliminary observations indicate that the heads of both madrasas actively transform and mobilize available institutional resources through human resource development strategies. These strategies include involving teachers in realizing the madrasa vision, providing opportunities for teachers and educational staff to pursue further education, facilitating participation in workshops and professional development activities, involving teachers in subject-teacher development programs according to their competencies, and providing training to improve teaching methods (Geletu & Mihiretie, 2023; Muamalah, 2022; Roy et al., 2020). These practices have been accompanied by improvements in several indicators of teacher quality, suggesting that the quality of human resources is influenced not only by individual capacities but also by the leadership strategies implemented by the head of the madrasa (Observation, 2022).

Previous studies have also demonstrated the importance of educational leadership and human resource management in improving educational quality. Warisno, (2016), through research on human resource development in Islamic educational institutions in South Lampung, examined strategies for improving human resource quality with particular emphasis on graduate quality. Meanwhile, (Pata, 2017) examined the application of human resource management in improving teacher performance at an elementary school in Makassar, focusing primarily on the relationship between human resource management and teacher performance. These studies demonstrate that institutional leaders have an important role in developing human resources (Amin Ranjbar et al., 2021; Halimah et al., 2022). However, the existing studies tend to emphasize specific outcomes, such as graduate quality or teacher performance, rather than examining the broader management strategies employed by madrasa heads to develop human resources across multiple dimensions (Mundiri & Bariroh, 2018; Wahid et al., 2020). In particular, limited attention has been given to how madrasa heads simultaneously manage teachers, educational personnel, and students through integrated strategies within different institutional contexts.

This limitation indicates the need for a more comprehensive examination of madrasa leadership as a strategic process of human resource development. A multisite perspective is particularly relevant because each madrasa operates within different organizational characteristics, resources, and leadership environments, even when they share similar

educational objectives. The novelty of this study therefore lies in examining the management strategies of madrasa heads in improving human resource quality across multiple dimensions and institutional contexts. Rather than positioning the head of the madrasa solely as an administrative leader, this study conceptualizes the madrasa head as a strategic human resource developer who mobilizes institutional resources, facilitates professional development, and creates conditions that support continuous improvement. By comparing two madrasas, the study also seeks to identify common strategies as well as contextual differences in the implementation of human resource development.

Based on this background, this study aims to identify and analyze the management strategies implemented by madrasa heads in improving the quality of human resources. The study specifically examines how madrasa heads formulate and implement human resource development strategies, how these strategies are manifested in institutional practices, and how differences in institutional contexts influence their implementation. The study is conducted at MI Nurul Qadim Jabung Wetan and MI Nurul Wahid Al-Wahyuni Sumberan Besuk using a multisite approach. Accordingly, this research is entitled "Management Strategies of Madrasah Heads in Improving Human Resource Quality: A Multisite Study of MI Nurul Qadim Jabung Wetan and MI Nurul Wahid Al-Wahyuni Sumberan Besuk."

METHOD

This study employed a qualitative multi-site case study design to explore the strategic management practices of madrasa principals in improving the quality of human resources across two Islamic elementary schools. A multi-site case study was selected to enable an in-depth understanding of leadership strategies within different institutional contexts while identifying common patterns and distinctive practices across the research sites.

The research was conducted at MI Nurul Qadim Jabung Wetan and MI Nurul Wahid Al-Wahyuni Sumberan Besuk. The participants consisted of madrasa principals, teachers, administrative staff, and other school stakeholders who were directly involved in human resource development. Participants were selected using purposive sampling, based on their roles, experience, and relevance to the research objectives.

Data were collected through three complementary techniques: participant observation, in-depth semi-structured interviews, and document analysis. Participant observation was conducted to understand leadership practices and institutional activities in their natural setting. In-depth interviews were used to obtain detailed information regarding the principals' strategic management in planning, organizing, implementing, and supervising human resource development. Documentation, including institutional reports, school policies, work programs, and professional development records, was analyzed to strengthen and validate the findings obtained from observations and interviews.

Data analysis followed the interactive model of Miles, Huberman, and Saldaña, which consists of three interconnected stages: data condensation, data display, and conclusion drawing/verification. The analysis was conducted first within each research site (within-case analysis) to identify the unique characteristics of each madrasa, followed by cross-site analysis

to compare findings, identify recurring themes, and develop a comprehensive understanding of strategic management practices across both institutions.

To ensure the trustworthiness of the findings, this study applied four criteria of qualitative research rigor: credibility, transferability, dependability, and confirmability. Credibility was enhanced through data triangulation across observations, interviews, and documents, as well as member checking with selected participants. Transferability was supported by providing rich descriptions of the research context, while dependability and confirmability were ensured through an audit trail, systematic documentation of the research process, and continuous reflection throughout data collection and analysis.

RESULT AND DISCUSSION

1. Madrasah head planning in improving the quality of human resources

   In educational institutions, madrasah head planning is also influential in improving the quality of human resources in educational institutions. Madrasah heads in planning are not carried out alone but involve a lot of educators, a plan is made not just by mutual agreement but requires an understanding of the plan. It is intended that educators play an active role in compiling various kinds of planning for a better future that are in line with the initial goals.

   In line with this, the results of field research from MI Nurul Qadim Jabung Wetan and MI Nurul Wahid Al-Wahyuni Sumberan Besuk resulted in the proposition that if the planning of madrasah principals in improving the quality of human resources is based on the results of joint discussions, planning prioritizes developing the quality of human resources. human resources, planning is carried out evaluating previous plans and improving in subsequent planning, madrasah head planning is guided by the initial goals of the madrasa, mobilizing all madrasa residents to participate so as to improve the quality of human resources can work well.

   Meanwhile, in theory, madrasa head planning according to Prim Masrokan Mutohar, planning is a number of activities that are predetermined to be carried out in a period in order to achieve the goals that have been set. Planning plays an important role in the management process, because it is from this plan that decisions can be made to improve the quality of human resources. Planning in madrasas can be made by madrasa heads, teachers, and staff who are oriented towards madrasa objectives.

   Meanwhile, according to Mondy and Premeaux in Syafaruddin, explaining that planning is a process of determining what should be achieved and how to make it happen in reality. (Meaning that in planning it will be determined what will be achieved by making plans and ways of carrying out plans to achieve the goals set by managers at each level of management, and in planning the madrasa head assisted by educators and educators and determine by joint decision not only from one side.

   The influence of the madrasa head is very decisive in the preparation of plans carried out in madrasas and in achieving institutional goals. The role of the madrasa head in carrying

out planning can be seen from his activities in carrying out the tasks for which he is responsible. Planning is made here for the long term and short term. The long term is about 4 years and is broken down into years.

Thus, the research proposition can be used for madrasa head planning in improving the quality of existing human resources. The research proposition shows that in planning for the head of the madrasa to improve the quality of human resources, special methods are needed that are adapted to the conditions of human resources in the madrasa. These methods are the behavior of the madrasa head in preparing plans carried out by joint discussions, the planning of the madrasa head is guided by the goals of the madrasa, prioritizing verbal and action exemplary, and mobilizing madrasa residents to participate in improving the quality of human resources, in this way the planning of the madrasa head in Improving the quality of human resources can work well.

The above results are supported by the final findings of the study, namely the planning of the madrasa head in improving the quality of human resources at MI Nurul Q a dim Jabung Wetan and MI Nurul Wahid Al-Wahyuni Sumberan Besuk is reflected in the performance of the madrasa head in planning involving the deputy head, KTU , and teachers, the results of planning are based on joint decisions, prioritizing exemplary, always evaluating every plan from what is already underway to re-planning, prioritizing planning to improve the quality of human resources.

The research findings prove that the involvement of madrasa residents in planning, the implementation of planning in madrasas is able to run well, creating good cooperation between madrasa heads and madrasa residents, madrasa heads are able to mobilize madrasa residents in planning. prioritizing exemplary and prioritizing planning in improving the quality of human resources.

2. Organizing madrasa principals in improving the quality of human resources

Creating a structure with integrated parts is also one of the duties of the madrasa head, because by forming groupings in charge it is required to always be there, in carrying out the organization it can go through existing ones or create new ones. This will be easily created in educational institutions if the madrasa head and madrasa residents are able to organize according to their respective duties and functions. Therefore, there is always a need for cooperation between the head of the madrasa and the residents of the madrasa, so that there will be a growing responsibility to carry out reforms in the madrasa. Organizing like this in educational institutions can improve the quality of human resources.

In line with this, the results of field research from MI Nurul Qadim and MI Nurul Wahid Al-Wahyuni resulted in the proposition that if the organization of madrasa principals in improving the quality of human resources is in accordance with their respective duties, cultivating problem solving through a discussion system, receiving suggestions, criticisms and new ideas that are useful for the development of madrasas and improving the quality of human resources, providing support for madrasa residents to develop productivity and

cooperation according to the grouping of tasks so that organizing the head of the madrasa in improving the quality of human resources can run effectively.

Meanwhile, the theory of organizing principals according to Prim Masrokan Mutohar, organizing can be interpreted as the process of determining the jobs that must be done, grouping tasks, and distributing work to each personnel, determining subsystems and determining relationships. Organizing is the process of grouping work to be done, determining according to their respective expertise, and delegating authority and responsibility, with the intention of enabling people to work together effectively and efficiently in achieving goals.

This dimension also implies that in organizing the madrasa head needs to develop existing human resources, a madrasa head must know the strengths of teaching staff, be able to work closely with his subordinates, so that he can create the right organizational structure for madrasas. On the other hand, the organization of madrasa principals provides space for human resources to actualize their potential through performance results.

Furthermore Irwandi Sihombing, added that one of the organizing principles is the operational division of all tasks into various elements of the organization. In organizing the principal only identifies tasks and determines relationships, but the most important thing is to consider the people with regard to their needs in order to function properly. Therefore, effective organizing can divide tasks evenly and structure tasks into organizational sub-components.

Thus, the research proposition can be used for organizing madrasa heads in improving the quality of existing human resources. The research proposition shows that madrasah heads in empowering existing human resources are adjusted to their respective duties so that the implementation of performance runs optimally, cultivating problem solving through a discussion system, receiving suggestions and new ideas that are useful for the development of madrasas, providing support to madrasa residents to develop work productivity through the organization that has been determined to be an effective way to improve the quality of human resources.

The above is supported by the final findings of the study, namely the organization of the madrasa head in improving the quality of human resources at MI Nurul Qadim and MI Nurul Wahid Al-Wahyuni, which is reflected in the performance of the madrasa head in empowering human resources in madrasas according to their main duties and functions. respectively, the head of the madrasa gives trust to all madrasa residents in carrying out their duties always accepts suggestions, criticism and new ideas that are useful for the development of madrasas and human resources, provides support for educators and educators to develop work productivity through coaching that is adapted to work what was done.

The research findings show that organizing within madrasah institutions is a way to reduce conflict. With this grouping, the head of the madrasa and the residents of the madrasa

jointly contribute ideas for completing tasks in the madrasa. Providing support to educators to develop work productivity through coaching that is tailored to the needs of being able to develop the potential possessed by madrasah residents. By using these various methods, the effective and efficient organization of madrasa principals can improve the quality of human resources.

3. Implementation of madrasa heads in improving the quality of human resources

The implementation of the madrasa head has a very important role in the progress of madrasas and also to improve the quality of human resources. As a leader, the head of the madrasa has the duty to provide encouragement that can inspire and set a good example for the madrasa residents. Providing encouragement to madrasa residents not only through action but by providing good direction, coaching, guidance in completing work.

In line with the description above, the results of field research from MI Nurul Qadim and MI Nurul Wahid Al-Wahyuni resulted in the proposition that if the implementation of madrasa principals in improving the quality of human resources provides direction and guidance to every educator and educator, the madrasa head supports if the staff educators who continue to higher education, encourage them to always take part in training or training by invitation or independent pathways, recruit according to the required criteria, provide examples in running the program so as to improve the quality of work can work well.

Meanwhile, in theory, the implementation of madrasa principals according to Muharram in Prim Masrokan Mutohar adds, human resource development aims so that humans have: the knowledge needed to support development, skills to increase creativity in fulfilling their life needs, and a reliable and commendable mental attitude. Programs and aspects of human resource development include estimating needs, placement, placement of existing staff composition and determining the number of staff to be recruited and released.

Thus, the research proposition can be used for the implementation of madrasa principals in improving the quality of existing human resources. The research proposition shows that in the implementation of madrasah principals in improving the quality of human resources, it requires the behavior of madrasah principals who can support, guide, and direct when educators carry out their responsibilities. From the research proposition it is proven that the growth of inspiration through the behavior given by the head of the madrasa supports if there are educators or educators if they continue their education to a higher level, to include educators to participate in training, training, workshops, MGMP, in order to improve the quality of human resources at the madrasa.

The results above are supported by the final findings of the study, namely the implementation of the madrasa head in improving the quality of human resources at MI Nurul Qa dim and MI Nurul Wahid Al-Wahyuni seen from the head of the madrasa who always gives direction and guidance, the head of the madrasa helps finance if there are educators who continue their higher education, all educators and educators to attend training or training by invitation or independently, recruitment that is carried out properly

according to the criteria of needs, giving examples in running the program, and continuing to encourage educators and educators to improve quality of human resources.

The research findings show that providing support from the head of the madrasa to educators or educators to continue their education to a higher level and even providing financial assistance and then often sending educators or educators to attend training such as invitational or independent training can make madrasa residents develop and improve the quality of resources. human resources, so that the encouragement given to improve the quality of human resources becomes strong support for developing the potential of madrasa residents, and can be followed by madrasa residents. Recruitment is also carried out according to the criteria of needs, and continues to encourage educators and educators to improve the quality of human resources.

4. Supervision of madrasa heads in improving the quality of human resources

The management function of the madrasa head is supervision (controlling) which can also be called control. Therefore, supervision plays a very important role in improving the quality of human resources, so that there is compatibility between what has been planned and its implementation and the results obtained. The implementation of this supervision can help the head of the madrasah in assessing the results of performance or learning carried out by educators and educators.

In line with this, the results of field research from MI Nurul Q'a dim and MI Nurul Wahid Al-Wahyuni resulted in the proposition that if the supervision of the madrasa head in improving the quality of human resources is seen from the performance of the madrasa head has an academic supervision instrument in which there are criteria that be a measure for assessing, giving verbal and polite warnings to madrasa residents who make mistakes, building communication and establishing friendship as a way of building emotional ties to all school members, often supervising educators or educators, so supervising the madrasa head in improving the quality of resources human resources can run effectively.

Meanwhile, theoretically the supervision of madrasah heads according to Robert J. Mocker in Prim Masrokan Mutohar (2017), supervision is a systematic effort to set implementation standards with planning objectives, design feedback information systems, compare real activities with real activities with established standards. previously determined, determine and measure deviations, and take corrective action to ensure that all of the organization's human resources are used in the most effective way in achieving organizational goals.

In another form, leadership behavior by getting closer to the subordinates emotionally. This means that in this aspect the relationship between the leader and the level of maturity of his subordinates, especially in the supervision of the learning process. Thus, in this dimension the principal of the madrasah is described as a leader who can directly

supervise and then evaluate in a professional manner, so that it will help develop the performance of educators or educators and improve the quality of human resources.

According to Made Pidarta, Supervision is carried out as an adjustment activity to the plan so that deviations that exceed tolerance limits do not occur. Supervision, according to Pidarta, is used as a control over the performance of officers, processes and output according to plan, even if there are deviations it is endeavored not to exceed the tolerable limit.

Thus, the research proposition can be used for supervising madrasa heads in improving the quality of existing human resources. The research proposition shows that madrasa principals make academic supervision instruments in which there are criteria that become a measure for assessing, giving verbal and polite warnings to school members who make mistakes, building communication and establishing friendship as a way to build emotional ties to all school members. With the supervision of the head of the madrasa can create quality human resources.

This is supported by the final findings of the study, namely the supervision of the madrasa head in improving the quality of human resources at MI Nurul Q'a dim and MI Nurul Wahid Al-Wahyuni seen from the performance of the madrasa head in making academic supervision instruments in which there are criteria that serve as a measure for assessing , giving admonitions and suggestions that help solve the obstacles experienced by educators or educators, building communication and establishing friendship as a way of building emotional bonds to all madrasah members , often supervising educators and educators, and supervision is carried out outside the classroom and also inside class.

The research findings show that supervisory activities for educators or educators and punishment in a polite manner for those who still have problems are a way to create a comfortable, harmonious and conducive environment, carried out continuously along with education and learning in madrasas able to improve the quality of human resources in the madrasa.

Discussion

The findings demonstrate that the planning of madrasa heads plays a foundational role in improving human resource quality because planning is developed through a participatory and evaluative process. At MI Nurul Qadim Jabung Wetan and MI Nurul Wahid Al-Wahyuni Sumberan Besuk, planning does not rely solely on decisions made by the head of the madrasa but involves deputy heads, administrative staff, teachers, and other relevant madrasa members. Such involvement creates shared understanding and strengthens the commitment of madrasa members to the programs being developed. This finding is consistent with the view that planning is a process of determining what should be achieved and how it can be realized through appropriate managerial decisions (Rahman & Akbar, 2021). The participatory

character of planning found in this study further indicates that human resource development becomes more effective when institutional members are positioned not merely as program implementers but also as contributors to the formulation of institutional priorities.

More importantly, the planning process identified in this study is characterized by continuous evaluation and re-planning. The heads of both madrasas evaluate previous programs before determining subsequent plans, while human resource development remains one of the central priorities. This pattern demonstrates that planning functions as an adaptive managerial mechanism rather than a static administrative document. Prim Masrokan Mutohar explains that planning consists of predetermined activities designed to achieve institutional objectives within a particular period, while Julaeha, (2019) emphasizes that planning in madrasas can involve heads, teachers, and staff while remaining oriented toward institutional goals. The present findings extend this perspective by showing that effective planning for human resource development requires the integration of institutional objectives, stakeholder participation, evaluation of previous implementation, and continuous improvement. Thus, the strength of planning lies not only in the formulation of programs but also in the ability of madrasa leaders to transform evaluation into subsequent development priorities.

The second finding concerns organizing, which demonstrates that the heads of the two madrasas improve human resource quality by distributing responsibilities according to duties, functions, and individual competencies. Organizing is accompanied by a discussion-based problem-solving mechanism that provides space for teachers and educational staff to express suggestions, criticism, and new ideas (Widya, 2022). This practice is consistent with the concept of organizing as a process of grouping tasks, distributing work, delegating authority, and establishing relationships that enable organizational members to work effectively and efficiently toward institutional objectives (Angga, 2020). The findings indicate that task distribution is not merely an administrative arrangement but also a mechanism for empowering human resources. When responsibilities are aligned with competencies, madrasa members obtain greater opportunities to actualize their potential and assume ownership of institutional programs (Abrori, 2018). This participatory organization also contributes to reducing potential conflicts because problems can be addressed collectively through communication and discussion.

The third finding shows that the implementation of human resource development is strongly associated with the supportive and developmental leadership behavior of the madrasa heads. The heads of MI Nurul Qadim and MI Nurul Wahid provide direction and guidance, encourage teachers and educational staff to pursue higher education, facilitate participation in training and workshops, and conduct recruitment according to institutional needs. In several cases, the heads also provide financial support for further education. These practices demonstrate that implementation is not simply the execution of previously formulated programs but involves the active role of leaders in creating conditions that enable human resources to grow. This finding corresponds with the concept of human resource development,

which emphasizes the development of knowledge, skills, creativity, and positive mental attitudes as essential components of institutional development (Neneng Nurmalasari & Masitoh, 2020). The leadership approach found in this study therefore positions professional development as an institutional responsibility rather than an individual obligation of teachers and educational staff.

The implementation findings further suggest that exemplary leadership strengthens the effectiveness of human resource development. The heads of the two madrasas provide examples through their involvement in institutional programs while simultaneously encouraging educators to improve their professional capacities. Support for higher education, training, workshops, and professional development activities creates opportunities for teachers and educational staff to acquire new knowledge and competencies (Tanjung et al., 2022). This finding is important because professional development becomes more sustainable when it is supported by institutional leadership, resources, and encouragement. Rather than relying primarily on formal instructions, the heads of the madrasas use guidance, motivation, facilitation, and personal example as instruments for influencing organizational members. Consequently, the implementation of human resource management in these madrasas reflects a developmental leadership pattern in which the leader's role is to create opportunities and support the continuous improvement of institutional members.

The fourth finding concerns supervision, which functions as a mechanism for ensuring that human resource development remains consistent with institutional plans and standards. The heads of both madrasas utilize academic supervision instruments containing assessment criteria, conduct regular supervision both inside and outside the classroom, and provide suggestions for overcoming obstacles encountered by educators. When mistakes occur, corrective responses are delivered through verbal and respectful warnings. This finding corresponds with Mocker's concept of supervision as a systematic process involving the establishment of standards, comparison between actual performance and predetermined standards, identification of deviations, and corrective action. It is also consistent with Pidarta's view that supervision functions to ensure that implementation remains aligned with the plan and that deviations remain within acceptable limits (Gesi et al., 2019). The findings, however, indicate that supervision is not oriented toward control alone. Through communication, interpersonal relationships, and constructive feedback, supervision becomes a developmental process that supports teacher performance and human resource improvement.

Taken together, the findings reveal that the management strategy of madrasa heads in improving human resource quality operates as an integrated cycle of participatory planning, competency-based organizing, developmental implementation, and constructive supervision. The four functions are mutually connected: participatory planning establishes shared priorities; organizing allocates responsibilities and empowers personnel; implementation provides direction, professional development, and institutional support; while supervision evaluates performance and provides corrective feedback for subsequent improvement. The

multisite findings from MI Nurul Qadim Jabung Wetan and MI Nurul Wahid Al-Wahyuni Sumberan Besuk therefore suggest that the effectiveness of madrasa leadership in improving human resource quality depends not on a single managerial function but on the integration of these functions within a continuous improvement process. The head of the madrasa consequently functions not merely as an administrative authority but as a strategic developer of human resources who mobilizes participation, facilitates professional growth, strengthens collaboration, and maintains accountability through supportive supervision

CONCLUSION

The findings demonstrate that the management strategies of madrasa heads in improving human resource quality are implemented through an integrated management process encompassing planning, organizing, implementation, and supervision. Planning is developed collaboratively through discussions involving relevant madrasa stakeholders, with human resource development positioned as a priority based on the needs and conditions of the institution. The planning process is also reflective and adaptive, as previous programs are evaluated to identify weaknesses, determine necessary improvements, and formulate subsequent development priorities. This indicates that human resource development is not treated as a one-time program but as a continuous managerial process that responds to institutional needs.

The organizing and implementation processes further demonstrate that the heads of the two madrasas strengthen human resource quality through the distribution of responsibilities according to individual duties and competencies, participatory problem solving, and the provision of opportunities for teachers and educational personnel to contribute suggestions, criticism, and new ideas. In the implementation stage, the heads of the madrasas provide direction, guidance, motivation, and support to teachers, educational personnel, and students. Meanwhile, supervision is conducted through academic supervision instruments, performance assessment, and constructive feedback, including verbal and respectful guidance when violations or weaknesses are identified. These practices indicate that effective madrasa leadership in human resource development is characterized not only by administrative control but also by participation, continuous evaluation, professional guidance, and supportive supervision. Thus, the multisite findings position the head of the madrasa as a strategic manager who integrates participatory planning, competency-based organization, developmental leadership, and constructive supervision to establish sustainable human resource quality improvement within Islamic educational institutions.

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