

Visionary Leadership Of Madrasah Principals In Improving Students' Academic And Non-Academic Achievements At MAS Al-Muslimun

Mira Idayanti¹⁾, Almuhajir²⁾, Fauzan³⁾

¹⁾ IAIN Lhokaseumawe Postgraduate

²⁾ IAIN Lhokaseumawe Postgraduate

³⁾ IAIN Lhokaseumawe Postgraduate

e-mail Correspondent: miraidayanti2099@gmail.com

ABSTRACT

The achievements obtained by the MAS Al-Muslimun institution under the leadership of the current head of the madrasa make it one of the pioneers of madrasas in North Aceh. Having differentiators in educational institutions can certainly be used as a strategy and stepping stone to introduce these institutions to the public. The aim of this research is to explain the characteristics of the visionary leadership of the head of MAS Al-Muslimun, the efforts of the madrasah head in improving the academic and non-academic achievements of students, and explain the supporting and inhibiting factors in improving the academic and non-academic achievements of students at MAS Al-Muslimun. The research method used is qualitative with a qualitative descriptive approach. Data collection techniques were carried out using interviews, documentation and observation. The research results show that the visionary leadership characteristics of the head of MAS Al-Muslimun are always having a plan, being completely ambitious about target results, socialising the vision and mission, controlling his subordinates to get a support system, and exploring existing resources to support the vision and mission programme. The madrasa head's efforts to improve the academic and non-academic achievements of students at MAS Al-Muslimun include planning, implementation, evaluation and follow-up. Supporting factors in increasing student achievement at MAS Al-Muslimun are influenced by internal and external factors, while inhibiting factors are the lack of teacher resources who are experts in their fields to guide and train students, there is still a lack of teachers who have a lot of information to increase competitiveness and student achievement, as well as more support from parents in supporting student achievement.

ARTICLE HISTORY

Received 02 July 2024

Accepted 23 September 2024

KEYWORDS

Visionary Leadership, Madrasah Head, Academic and Non-Academic Achievement

PENDAHULUAN

The principal's visionary leadership is indispensable in creating, formulating, communicating and implementing all educational designs to be realised jointly with the school community. In this case the leader must present themselves to generate guidance, encouragement and motivation. Then, a visionary leader is sensitive to changes that occur in the outside world and shows positive reactions to potential opportunities and threats that will occur. (Akdon, 2011).

The leadership of madrasah principals is one of the important aspects that can advance and realise madrasah to achieve the vision and mission of madrasah, madrasah goals and objectives through madrasah programmes that are implemented in a planned and gradual manner. Therefore, madrasah principals need to have adequate and capable qualifications, including professional knowledge, instructional leadership, administrative skills and social skills, to improve the quality and quantity of madrasah, as well as the achievement of the vision and mission, goals and planned madrasah programs, it is possible that the educational institution unit will have a good reputation and of course easily known in the hearts of the community. This paper is based on references from several journals including, The Effect of Madrasah Principal Leadership on Teacher Work Motivation written by Hanan Ka-Do, Bahaking Rama, St. Syamsudduha, Danial Rahman DOI: <https://doi.org/10.30863/ajmpi.v13i1.2591>, The Relationship between Principal Leadership and Educators' Work Motivation at MTs Negeri 1 Kota Payakumbuh written by Ahmad Arif, Elvi Deswita, Demina Demina DOI: <https://doi.org/10.30863/ajmpi.v13i2.4542>, Transformational Leadership Strategies to Improve the Quality of Islamic Education Services written by Dicky Artanto DOI: <https://doi.org/10.30863/ajmpi.v12i2.2706>.

In terms of visionary leadership model, the head of MAS Al-Muslimun has a *clear* picture (*Clear Vision*) about the future of madrasah and students by looking at the conditions that occur in the world today. In terms of planning, the head of MAS Al-Muslimun involves all elements of madrasah residents, stakeholders and also people who are competent in the field of education.

MAS Al-Muslimun as an Islamic school that has a vision to form a generation with good character, also focuses on preparing students to be able to compete in an era full of dynamics and challenges, one of which is by implementing a digital class. This programme is a tangible manifestation of the efforts of the Head of MAS Al-Muslimun in preparing students to be able to compete in the 4.0 era.

As a visionary leader, in order to achieve his goals, the Head of MAS Al-Muslimun creates harmonious relationships both inside and outside the organisation. The *Coalition Building* ability of the madrasah head is manifested in the activeness of the madrasah head in seeking opportunities and cooperation with various parties such as universities or colleges in Aceh, such as with IAIN Lhokseumawe, IAIN Cot Kala, UNSYIAH, and also several other agencies, to achieve organisational goals and be known by the wider community.

Visionary leaders are not only intellectually intelligent but more importantly emotionally intelligent and spiritually intelligent (Akdon, 2011). Intelligence in leading by the madrasah head will be able to influence every element of the madrasah and will make the madrasah excel both academically and non-academically.

Academic achievement is the result of learning obtained from learning activities that are cognitive in nature and are usually determined through measurement and assessment of tests, exams, and tests conducted in one semester. In achieving academic achievement, of course, there are factors that influence students who act as drivers and reinforcers for students to achieve good academic achievement, which is in accordance and in line with the desired goals and expectations (Mulyono, 2008).

Meanwhile, non-academic achievement is the achievement or ability achieved by students from activities outside of hours or can be called extracurricular activities. Extra-curricular activities are operational devices (*supplements and complements*) of the curriculum, which need to be compiled and outlined in the annual work plan / education calendar of the education unit (Mulyono, 2008).

From the explanation above, it can be seen that the importance of supporting the academic and non-academic achievements of students, so in an educational institution, it is necessary to have visionary leadership for good management, solid teaching and education personnel and continue to provide support and motivation. In addition, to achieve the desired goals, creative, innovative leadership is needed, and is able to plan, implement, and evaluate the activities carried out.

MAS Al-Muslimun is one of the leading madrasahs in Lhoksukon, North Aceh Regency. This is evidenced by the increasing number of prospective students who register every year continues to grow. That way shows that MAS Al-Muslimun is increasingly looked at by prospective students and by guardians of students to send their children to school. Apart from not being affected by the zoning system, the increasing interest in attending MAS Al-Muslimun cannot be separated from the many achievements made by students, both academic and non-academic achievements.

The achievements obtained by the MAS Al-Muslimun institution under the leadership of the current madrasah head are educational institutions that are one of the pioneers of madrasa. With the differentiation in educational institutions, of course, it can be used as a strategy and stepping stone to introduce the institution to the community.

Departing from these problems, with visionary leadership, the principal of MAS Al-Muslimun madrasah can manage the institution he leads with full targets and foresight, and is oriented towards better school development. The changes that will be established in the future can be predicted and estimated in the madrasah development programme formulated and supported from the visionary leadership aspects of the madrasah principal of MAS Al-Muslimun.

METODE PENELITIAN

The type of research used is qualitative research. Qualitative research is a research method that aims to understand phenomena or problems in depth from the perspective of the subject under study. Sugiyono explained that qualitative research is used to observe and analyse phenomena that occur in natural conditions, where the researcher is the main instrument in collecting and analysing data. Qualitative descriptive approach, which is a research process that requires a long time span in a certain environment from a number of individuals in the research field (Nana Syaodiha, 2007). With this approach, the researcher will narrate every data obtained at MAS Al-Muslimun regarding the leadership of the madrasah principal and every achievement of the students.

The research location is the place or area where the research will be conducted. This research was conducted at MAS Al-Muslimun. MAS Al-Muslimun is located in Muenje Village, Lhoksukon District, North Aceh Regency. This selection is based on the many achievements obtained by MAS Al-Muslimun and as one of the well-known and reputable Islamic Education Institutions in North Aceh. While the research time is the time that will be used to conduct research from data collection until the end of the research which is deemed sufficient. This research took place during the 2023/2024 school year.

Primary data sources are obtained through interviews with research subjects, in this case researchers interviewed the head of MAS Al-Muslimun and his students. And make observations or direct observations in the field related to how the visionary leadership of the head of MAS Al-Muslimun and the academic and non-academic achievements achieved by students. For documentation, researchers collect documentation data related to madrasah head activities and student achievements which are the main sources or primary data in this study.

As for the secondary data in this study, researchers interviewed the Foundation, deputy principals and teachers, for observation, researchers observed what things were done by them in supporting the visionary leadership of the madrasah head and in improving student achievement. For documentation, researchers took documentation data related to activities carried out by the Foundation, vice principal and teachers.

Data collection in this study was carried out in stages according to the needs of the researcher. This research data is descriptive in the form of personal documents, diaries, field notes, or respondents' remarks from interviews. In this study, data were collected directly from informants, namely the Foundation, madrasah head, teachers, and students. The data collected are in the form of words, descriptions, and not numbers through the application of qualitative methods which contain data quotations that provide an overview of research at the location.

HASIL DAN PEMBAHASAN

Profile of MAS Al-Muslimun

Madrasah Aliyah Swasta (MAS) Al-Muslimun, with madrasah code 030, was established in 1997 as a private educational institution. This madrasah has received accreditation A with accreditation number 871/BAP-S/M.Aceh/SK/2015 on 7 December 2015. Organising boarding education or pesantren, in 2016 MAS Al-Muslimun applied to open a religious programme with the number Ma.01.75/PP.00.5/053/V/2016 on 3 May, so that currently MAS Al-Muslimun has two majors, namely science and religion. Located on Jalan Medan-B.Aceh, Meunje Village, Lhoksukon District, North Aceh Regency 24382, this madrasah is managed by the Al-Ma'had Al-Ashry Al-Muslimun Islamic Education Foundation, which was established based on the notarial deed of Bukhari Muhammad, SH, with number 35 on 18 September 1998 and legalised with number AHU-04369.50.10.2014 on 07 August 2014.

Characteristics of Visionary Leadership of the Head of MAS Al-Muslimun

The visionary leadership characteristics of the Head of MAS Al-Muslimun are characterised by a leadership spirit that can be seen to have a comprehensive plan from micro to macro levels as a sign of mature and proactive leadership. The visionary leadership of the Head of MAS Al-Muslimun appears to be highly organised and oriented towards long-term strategies. The head of MAS Al-Muslimun has a plan to ensure that no detail is overlooked and the steps taken are aligned with the overall vision of MAS Al-Muslimun. By having a plan, the head of MAS Al-Muslimun can ensure that day-to-day operations run smoothly and efficiently. It provides a clear direction for teachers and learners to ensure that teachers and learners are ready to face the challenges of the future, and continue to move towards the vision of MAS Al-Muslimun with confidence.

This is as the theory from Akdon which says that visionary leadership is a form of concept map regarding the leadership model that serves to focus on the future picture with all its challenges. The madrasah head is required to lead his institution which has a manager role,

namely a form of innovative leadership in developing and growing which is identified with a forward-looking orientation in order to advance his institution with the quality and quality of his institution with excellence (Akdon, 2011)

This theory is also supported by the theory presented by Andang, which explains that one of the characteristics of visionary leadership is to always have a *plan*. One of the characteristics emphasised is the ability of visionary leaders to have a clear and organised plan (Andang, 2014).

According to Mr Andang, a strong plan is key in achieving a big vision (Andang, 2014). Visionary leaders must be able to develop a comprehensive plan to achieve long-term goals. The plan not only involves strategies to achieve certain results, but also considers the resources required, challenges that may be faced, and concrete steps that need to be taken.

The visionary leadership of the head of MAS Al-Muslimun revealed the importance of having a solid plan and being orientated towards a clear vision to achieve a better future for all stakeholders served by the madrasah. First of all, the head of MAS Al-Muslimun always plans things and prioritises shared visioning, innovation, team empowerment, effective communication and sustainable leadership.

This reflects the principles of visionary leadership expressed by Andang that a visionary leader can steer their organisation towards long-term success and face future challenges with more confidence and readiness (Andang, 2014).

The head of MAS Al-Muslimun understands and provides a definition of visionary leadership as the ability to lead a full plan contained in a clear and inspiring vision. The head of MAS Al-Muslimun has plans that cover various aspects such as curriculum development, improving the quality of learning, developing facilities and infrastructure, and extracurricular programmes. This plan is based on the vision and mission of the madrasah and considers the needs and challenges faced by MAS Al-Muslimun.

This is as Andang's theory notes that visionary leadership involves the ability to look towards the future, generate new ideas, and realise dreams into reality through careful planning (Andang, 2014). By formulating plans that include curriculum development, improving the quality of learning, developing facilities and infrastructure, and extracurricular programmes, the head of MAS Al-Muslimun demonstrates his ability to translate vision into concrete actions that support the growth and development of the madrasah. Thus, the leadership practices

demonstrated by the head of MAS Al-Muslimun are in accordance with Saiful Sagala's theory of visionary leadership, where having a structured and purposeful plan is an integral part of the visionary leadership strategy (Syaiful Sagala, 2013).

The application of the concept of visionary leadership by the madrasah head in the management of MAS Al-Muslimun has a clear vision, plans strategic steps to achieve it, and involves all stakeholders in the process. This is consistent with Ade Irawan's theory of visionary leadership which emphasises the importance of having an inspiring vision and a structured plan to achieve it (Ade Irawan, 2015).

As a leader, the head of MAS Al-Muslimun has a clear picture of the long-term goals and vision of the institution. This can be seen from the vision, mission and objectives of the madrasah which are known by madrasah elements such as teachers, education personnel and students. This is in line with Ade Irawan's theory, which states that one of the indicators of visionary leadership characteristics is effective communication, which is key to building support for the vision and goals of the organisation. A visionary leader must have strong communication skills to articulate the vision, mission and goals of the institution to the team, stakeholders and the general public (Ade Irawan, 2015).

The head of MAS Al-Muslimun applies an inclusive and supportive leadership approach to control his subordinates, focusing on creating a solid support system. This approach includes several steps, such as open communication with teachers and learners, providing support and guidance to learners, giving constructive feedback to teachers and learners, building a solid team with all elements of the madrasah, recognising and rewarding academic and non-academic achievements, and handling conflicts wisely. All these steps aim to ensure that teachers and madrasah staff feel supported, valued and motivated to contribute to realising the vision and mission of the madrasah.

This approach is in line with Ade Irawan's theory of visionary leadership, which emphasises the importance of leaders having a clear vision and being able to plan the steps to achieve it, while building a solid support system. This concept reflects the opinion of the theory expressed by Andang, which states that visionary leadership involves the ability to look towards the future, generate new ideas, and realise dreams into reality through careful planning (Ade Irawan, 2015).

In addition, the leadership practices delivered by the madrasah head also include providing support, feedback, and recognition to subordinates. This is consistent with Ade

Irawan's theories on leadership that emphasise the importance of effective communication, coaching, and rewarding as ways to motivate staff and help them reach their full potential (Ade Irawan, 2015).

The head of Al-Muslimun emphasised the importance of innovation and change needed to achieve the vision of the school, as well as building a strong and committed team. This is in line with Saiful Sagala's visionary leadership theory, which highlights the importance of building a solid and committed team to achieve a shared vision (Syaiful Sagala, 2013).

Thus the leadership practices applied by the head of MAS Al-Muslimun are in accordance with Aan Komariah's visionary leadership theory, in which the leader controls his subordinates in a way that is constructive, supportive, and orientated towards creating a clear and inspiring vision to achieve the desired future (Aan Komariah and Cepi Triana, 2006).

The head of MAS Al-Muslimun uses a complex approach in exploring existing resources to support the madrasah's vision and mission programmes. This approach includes a thorough analysis of human, financial, physical and network resources. Through this evaluation, the head of the madrasah tries to optimise the potential of the madrasah to achieve the vision and mission goals that have been set.

The madrasah principal also conveyed innovative approaches in the learning and teaching process as part of the strategy to explore existing resources. This is in line with Aan Komariah's visionary leadership theory, which emphasises the importance of innovation in achieving the desired vision. By encouraging creativity and problem solving among learners and building collaboration among teachers and staff, the madrasah principal creates a supportive environment in achieving the goal of quality education (Aan Komariah and Cepi Triana, 2006).

It can be concluded that the visionary leadership practices demonstrated by MAS Al-Muslimun include the use of a complex approach in exploring existing resources to support the vision and mission of the madrasah. By effectively utilising human, financial, physical and network resources, the madrasah principal has played an important role in the progress of education in the madrasah, in line with the principles of visionary leadership.

Efforts of Madrasah Principal in Improving Academic and Non-Academic Achievements of Students at MAS Al-Muslimun

The head of MAS Al-Muslimun has used various strategies and programmes to improve students' academic and non-academic achievements. These efforts are reflected in a number of

managerial steps taken by the madrasah principal in improving the academic and non-academic achievements of MAS Al-Muslimun students. This is in accordance with Nur Efendi's visionary leadership theory that madrasah principals are actively involved in developing a supportive learning environment, improving the quality of teaching through training and guidance to teachers, and encouraging the formation of a positive learning culture in the madrasah environment (Nur Efendi, 2015).

The madrasah head's efforts in improving students' academic and non-academic achievements at Al-Muslimun Private Aliyah Madrasah (MAS) involve various strategies and programmes that can be seen through a number of indicators, namely planning, implementation, evaluation, and follow-up.

This is in line with the theory of management functions as explained by learners that management functions are a series of activities carried out in management based on their respective functions and following certain stages in their implementation. Although experts have different views on management functions, in general there are several main functions that are often mentioned, namely planning, implementation, evaluation, and follow-up (Peserta didiknto, 2010).

In the planning stage, the madrasah head conducts a needs analysis to identify learners' academic and non-academic needs and available resources, then sets clear and measurable goals for improving learner achievement, and develops appropriate programmes to achieve these goals, including extracurricular activities and training for teachers.

The planning carried out by the head of MAS Al-Muslimun is in line with the initial steps of the management principle of planning, as mentioned in Manullang's theory that planning is This stage involves setting the organisation's goals and objectives and formulating the strategies and actions needed to achieve them. Planning includes analysing the situation, identifying the resources needed, determining operational steps, and setting work schedules. Good planning helps organisations to anticipate change, allocate resources effectively, and reduce uncertainty (Manullang, 2012).

At the implementation stage, the head of MAS Al-Muslimun ensures that the designed programmes are carried out effectively by organising resources and teaching staff to implement the programmes, conducting various academic activities such as additional tutoring, as well as non-academic activities such as sports, arts and life skills, and monitoring the implementation of the programmes continuously to ensure that everything goes according to plan.

These findings are in accordance with Manullang's theory that implementation in the management function which states that *directing*, is a process that involves implementing the program so that it can be carried out by all parties in the organisation. This process also includes motivating members of the organisation to carry out their responsibilities with full awareness and high productivity (Manullang, 2012).

The principal evaluates the effectiveness of programmes to improve academic and non-academic achievement. The head of MAS Al-Muslimun takes managerial steps to collect routine data related to learner development. Data collected includes exam results, assignments, participation in extracurricular activities, and *feedback* from teachers and learners. Analysis of this data helps identify trends and assess whether the programme is achieving its stated objectives. The madrasah head ensures that the entire process of programme evaluation and improvement is transparent.

Based on the evaluation results, the head of MAS Al-Muslimun conducts the necessary follow-up to ensure that the goal of improving learner achievement can be achieved, such as programme adjustments, additional training for teachers, or provision of better resources. By applying these management functions, the head of MAS Al-Muslimun is able to create a conducive learning environment and support the improvement of learners' achievements in both academic and non-academic fields.

This finding indicates that the follow-up carried out by the madrasah head refers to Manullang's theory that follow-up is the final step of management. Where follow-up includes corrective actions taken based on evaluation results. Follow-up aims to correct mistakes, overcome obstacles, and make necessary adjustments to ensure that organisational goals can be achieved effectively and efficiently. Good follow-up ensures that continuous improvement is made and that learning from previous experiences is applied to improve future performance (Manullang, 2012).

The steps taken by the madrasah head have succeeded in creating a learning environment that is supportive and responsive to the needs of students. This has led MAS Al-Muslimun to have many academic and non-academic achievements of students such as 2nd place at the district level in the Madrasah Science Competition in Integrated Chemistry in 2021. 3rd place at the district level in the Madrasah Science Competition in Integrated Biology in 2021. 1st place at the district level in the Madrasah Science Competition in Integrated Chemistry in 2022. 1st place at the district level in the Madrasah Science Competition in Integrated Biology in 2022. 2nd place

at the district level in the Madrasah Science Competition in Integrated Mathematics in 2022. 2nd place at the district level in the Madrasah Science Competition in Integrated Chemistry in 2022. 3rd place at the district level in the Madrasah Science Competition in Integrated Mathematics in 2022. 2nd place at the district level in the Madrasah Science Competition in Integrated Physics in 2023. 3rd place at the district level in the Madrasah Science Competition in Integrated Physics in 2023. 3rd place at the district level in the Madrasah Science Competition in Integrated Biology in 2023. 1st place at the provincial level in the Madrasah Science Competition in Integrated Physics in 2023. 2nd place at the provincial level in the Madrasah Science Competition in Integrated Physics in 2023.

The academic achievement above reflects the achievements stated in theory as academic achievement in Suwardi & Daryanto's theory, namely the knowledge achieved or skills developed in certain subjects at school, usually determined by test scores (Suwardi & Daryanto, 2017) It can be concluded that academic achievement is the amount of mastery of the subject matter that students have achieved which is manifested in the form of grades.

Then for non-academic achievements, Madrasah Aliyah Al-Muslimun students have participated as participants in the World Scout Jamboree in Sweden in 2011. Participants of the Asia Pacific World Scout Jamboree in Sri Lanka in 2013. International Festival of Unified Malay Culture in Riau in 2013. 3rd place in the Tapak Suci Silat Competition at the Youth level throughout Aceh in Lhokseumawe in 2013. 1st place in Fahmil Quran MTQ at the North Aceh District Level in 2014. Participants in the World Scout Jamboree in the United States in 2018. 2nd place in Fahmil Qur'an Porseni Aceh Provincial Level 2018. 2nd place in English Speech at the 2018 Aceh Provincial Porseni. 3rd place in Hifzil Qur'an 10 Juz National Selection Aceh-Sumatera Region in 2020. Participant of the World Scout Jamboree in South Korea in 2023. National Raimuna participant in Jakarta in 2023.

The achievements obtained above are in accordance with the theory of the Compilation Team explaining that extracurricular activities are educational activities based on the allotment of time for each subject as stated in the school curriculum, better known as curricular. Activities that are held outside of lesson hours and face-to-face are carried out at school or outside of school in order to further enrich and broaden the horizons of knowledge and abilities that have been learned from various subjects and curricula (Compilation Team, 2011).

Participation in extracurricular activities provides diverse benefits to learners. These include skill development, improved physical fitness and increased self-confidence. In addition,

these activities are also regarded as valuable opportunities for growth and achievement. Learners' participation in extracurricular activities at MAS Al-Muslimun not only enriches their educational experience, but also helps them develop thoroughly as individuals of integrity and readiness for the future.

KESIMPULAN/CONCLUSION

Based on the presentation of the results and discussion of research in the previous chapter, the researcher finally concluded that: 1) The characteristics of visionary leadership of the head of MAS Al-Muslimun can be understood through several indicators inherent as a madrasah manager, including the head of MAS Al-Muslimun is actively involved in formulating and implementing a clear strategic plan for madrasah development, has a long-term vision, then the madrasah head encourages innovation and progressive changes in learning approaches, madrasah management, or madrasah policies. 2) The madrasah head's efforts in improving students' academic and non-academic achievements at MAS Al-Muslimun include various strategies and programmes aimed at improving students' academic and non-academic achievements. Some of the steps taken by the madrasah head include trying to increase the academic and non-academic achievement index of students by providing facilities or facilities and infrastructure so as to attract interest and increase the participation rate of students in academic and non-academic activities, developing soft skills and training the leadership spirit of students, renewing the ability of teachers and creating a comfortable learning atmosphere and providing motivation for students so that it has an effect on the graduation rate.

REFERENCES (DAFTAR PUSTAKA)

- Aan Komariah and Cepi Triana, *Visionary Leadership Towards Effective Schools*, (Jakarta: Bumi Aksara, 2006)
- Ade Irawan, "Visionary Leadership of Principals and Teacher Performance towards Effectiveness in Elementary Schools", *Journal of Educational Administration*, Vol. 22, No. 2, (2015).
- Akdon, *Strategic Management for Education Management: Strategic Management for Education Management*, (Bandung: Alfabeta, 2011).
- Andang, *School Principal Management and Leadership*, (Yogyakarta: Ar-Ruzz Media, 2014).
- Compilation Team, *Academic and Non Academic Potential*, (Jakarta: Rineka Cipta, 2011)
- Manullang, *Basics of management*, (Yogyakarta; Gajah Mada University Press, 2012).
- Mulyono, *Administration & Organisation Management*, Jogjakarta: Arruz Media, 2008
- Nana Syaodiha, *Educational Research Methods*, (Bandung: Remaja Rosdakarya, 2007)
- Nur Efendi, *Islamic Education Leadership Understanding the Integration of Leadership Concepts in Islamic Education Institutions*, (Yogyakarta: Kalimedia, 2015).
- Participants didiknto, *Introduction to Management*, (Jakarta; Bumi Angkasa, 2010).

*Visionary Leadership of Madrasah Principals in Improving
Students' Academic And Non Academic Achievements
At Mas Al-Muslimun*

Suardi & Daryanto, *Learner Management*, (Yogyakarta: Grava Media, 2017)

Syaiful Sagala, *Contemporary Educational Administration*, (Bandung: Alfabeta, 2013).