



## The Leadership Behavior of Madrasah Principals in Enhancing the Committees in Jambi Province

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### ABSTRACT

Madrasah Aliyah plays a vital role in shaping the future generations of Indonesia, especially in fostering academic excellence and religious values. However, in Jambi Province, the commitment of madrasah committees to support the programs of Madrasah Aliyah has been hindered by various challenges, such as limited participation, a lack of synergy with school principals, and minimal innovation in communication patterns. This study explores how the leadership behavior of madrasah principals can influence the commitment of committees in Jambi Province. The research adopts a qualitative descriptive approach with purposive sampling, involving principals, committee members, and teachers. Data was collected through interviews, participatory observation, and document analysis. The findings show that principals who engage committees in decision-making, encourage open communication, and integrate religious values into their leadership behavior are more successful in enhancing committee commitment. This study contributes to the development of leadership models that incorporate local culture and Islamic values, offering practical guidance for madrasah principals to foster better collaboration and management.

**Keywords:** Madrasah leadership, Committee Commitment, School Management

### Introduction

Madrasah Aliyah plays a significant role in shaping the younger generation to be well-rounded individuals, excelling not only in academic knowledge but also in character development and religious values.[1] As educational institutions grounded in Islamic teachings, Madrasah Aliyah aims to produce graduates who are not only intellectually capable but also

possess strong moral integrity and adherence to religious principles. These madrasahs emphasize the importance of both academic achievement and the cultivation of ethical and spiritual values, helping students become responsible individuals in society.

The success of Madrasah Aliyah in achieving these goals is heavily influenced by the synergy of various stakeholders,

including the principal, teachers, students, and the madrasah committee. Each of these stakeholders plays a crucial role in ensuring the smooth operation and development of the institution.[2] Among these, the principal assumes a strategic role as the leader responsible for managing and overseeing the day-to-day operations of the madrasah. The principal's leadership is essential in setting the tone for academic excellence, discipline, and the integration of religious values into the curriculum and school culture.[3]

In addition to the principal's leadership, the madrasah committee plays a key role as a partner in the institution's success. The committee provides support in various forms, such as financial assistance, moral support, and active participation in madrasah activities and programs. The involvement of the committee is integral in creating a collaborative environment where the goals of the madrasah can be effectively achieved. By working together, the principal and committee can address challenges and ensure that the madrasah continues to thrive as an institution that nurtures both academic and moral excellence.[4]

One of the major functions of the madrasah committee is its involvement in decision-making processes, particularly in shaping the strategic direction of the madrasah. The committee's participation ensures that decisions are made with consideration of diverse perspectives, leading to more comprehensive and balanced solutions. Furthermore, the committee's support in terms of financial resources is vital in enabling the madrasah to provide quality education, maintain facilities, and develop programs that align with its mission of producing well-rounded individuals.

However, in Jambi Province, challenges remain in fostering strong

commitment from madrasah committees. Limited active participation, lack of synergy with principals, and minimal innovation in communication patterns are among the primary obstacles. Therefore, it is essential to understand how the leadership behavior of madrasah principals can influence the commitment of committees in consistently supporting madrasah programs.

Previous studies have largely focused on the leadership of school principals in improving educational quality, teacher motivation, and student management. However, research on how the leadership behavior of madrasah principals affects the commitment of madrasah committees remains scarce, especially at the Madrasah Aliyah level. Most literature highlights the importance of collaboration between principals and committees but fails to provide specific insights into leadership dimensions such as effective communication, inspiration, and participatory approaches to enhance committee commitment.[5] In Jambi Province, this phenomenon is further complicated by social, cultural, and institutional diversity, requiring adaptive leadership approaches.

Studies on leadership behavior have been widely conducted using various theoretical approaches. For instance, transformational leadership theory emphasizes the importance of leaders inspiring and motivating their subordinates.[6] Similarly, Robbins and Judge underscore that effective communication is key for leaders to build strong relationships with stakeholders.[7] In the context of madrasahs, research by However, this research has not specifically identified leadership strategies or behaviors capable of holistically enhancing committee commitment.

This study offers novelty by examining the leadership behavior of madrasah principals in enhancing committee

commitment through a comprehensive approach. It not only focuses on the technical aspects of leadership but also explores the dimensions of religious values and local culture in Jambi Province as determining factors. Additionally, this research will develop a leadership behavior model tailored to the characteristics of Madrasah Aliyah in Jambi, encompassing participatory approaches, empowerment, and strategic collaboration. Consequently, this study is expected to provide significant theoretical and practical contributions to madrasah management in Indonesia.

### **Method**

This study adopts a qualitative descriptive approach[8] to gain an in-depth understanding of the leadership behavior of madrasah principals in enhancing the commitment of Madrasah Aliyah committees in Jambi Province. Research subjects are selected through purposive sampling, including principals, committee members, and teachers actively involved in madrasah management. Primary data is collected using in-depth interviews, participatory observation, and document analysis related to madrasah work programs and policies.

To ensure the accuracy of findings, this study applies triangulation[9] of sources and methods, combining various data sources such as interviews with different stakeholders, field observation results, and official madrasah documents. The data analysis follows Miles and Huberman's interactive model, which involves data reduction, data presentation, and conclusion drawing. Each stage of analysis is carried out by considering the local cultural and religious dimensions of Jambi as the main research context.

The findings of this study are expected to identify effective leadership strategies in building committee commitment. Consequently, this research not only

contributes to the development of leadership theories but also provides practical guidance for madrasah principals to enhance synergy with committees, ensuring optimal madrasah management.

## **Results and Discussion**

### **Results**

#### **The Role of Madrasah Principals as Collaborative Leaders**

Madrasah principals are central figures in enhancing the commitment of the Madrasah Aliyah committees, particularly in Jambi Province. The leadership of these principals significantly influences the dynamics of collaboration between the principal and the committees, which is essential for the success of madrasah programs. A collaborative leadership approach involves the principal acting not just as a manager but as a partner, guiding the committees to actively participate in the decision-making process. Principals who employ such leadership styles recognize the importance of collective effort in driving the institution's goals.

Effective principals are not only responsible for managing administrative tasks but also for creating a culture of shared responsibility within the institution. By involving committees in strategic decision-making, they ensure that the committees feel valued and that their input is integral to the success of the madrasah. This inclusivity fosters a greater sense of ownership and commitment among committee members, as they perceive their contributions as meaningful and impactful on the institution's success.

Communication plays a crucial role in this collaborative process. Principals who foster open and transparent communication channels create an environment where both principals and committees feel comfortable exchanging ideas and discussing challenges. This open communication helps to build trust and

mutual respect, which are necessary for a successful partnership. Through this process, principals ensure that everyone is aligned with the madrasah's vision and objectives, reinforcing their commitment to achieving the institution's educational and religious goals.

Additionally, principals encourage committees to actively participate in various madrasah programs. By engaging committee members in school activities and inviting them to contribute ideas or solutions, principals reinforce the importance of teamwork and shared responsibility. This collaborative effort helps in aligning the management and operational goals of the madrasah, ensuring that both the leadership and committees work towards the same objectives, improving the overall functioning of the institution.

Madrasah principals who adopt a collaborative leadership style play a crucial role in enhancing committee commitment. Their efforts to involve committees in decision-making, maintain open communication, and encourage active participation in madrasah programs help create a sense of ownership and shared responsibility. This collaborative approach strengthens the bond between the leadership and the committees, leading to more effective madrasah management and improved educational outcomes.

### **Religious Values in Madrasah Leadership**

Religious values play a central role in shaping the leadership behavior of madrasah principals. Unlike leaders in other educational institutions, madrasah principals are expected not only to manage the administrative aspects of the institution but also to act as role models by embodying Islamic values in their actions and decision-making. These values are integral to their leadership approach, as they influence the way principals engage

with their staff, students, and committees. Principals who live by values such as integrity, honesty, and responsibility create an environment that fosters trust and respect among the madrasah community.

The demonstration of religious values by madrasah principals has a profound impact on the commitment and collaboration of the committees. When principals model ethical behavior and demonstrate a deep understanding of Islamic teachings, committee members are more likely to feel inspired and motivated to align their own behavior with these principles. Integrity, for instance, ensures that the leadership is seen as trustworthy, while honesty and responsibility contribute to a culture of transparency and accountability within the institution. This foundation of trust helps in establishing strong relationships between the principal and the committees, facilitating more effective collaboration.

Moreover, the incorporation of religious values into leadership practices is not limited to internal management but extends to the way principals interact with the broader community. Principals often incorporate local cultural values from Jambi, such as community cooperation and mutual respect, into their leadership style. By blending Islamic principles with local traditions, principals can engage committee members on a deeper, more personal level, thereby strengthening their commitment to madrasah programs and activities. This approach recognizes that leadership in a madrasah is not only about achieving academic excellence but also about cultivating an environment where religious and cultural values are respected and upheld.

In practice, principals who adopt this integrated approach are more successful in garnering the support and participation of committees. The sense of shared values creates a strong bond between the

leadership and the committees, as both groups work toward common goals grounded in faith and local tradition. This collaboration becomes a platform for mutual learning and growth, where both principals and committees contribute to the success of the madrasah. As such, religious values serve as the bedrock for building a cohesive and committed team, ensuring that madrasah programs are implemented with integrity and dedication.

Ultimately, the religious dimension in madrasah leadership not only enhances the ethical standards of the institution but also plays a critical role in strengthening relationships and building a culture of collaboration. By embodying Islamic values and local traditions, madrasah principals create a leadership environment that fosters trust, responsibility, and active participation from the committees. This approach is essential for the long-term success of madrasah institutions, ensuring that they remain aligned with their core religious and educational missions.

### **Challenges in Enhancing Committee Commitment**

Although many madrasah principals succeed in increasing committee commitment, several challenges continue to hinder progress. One of the primary issues is the passivity observed in some committee members. This passivity is often attributed to time constraints or a lack of understanding regarding the specific roles and responsibilities of committee members. Some members may not fully grasp the importance of their participation in the decision-making processes or the impact of their contributions on the overall success of madrasah programs. As a result, they may not actively engage in the planning and implementation of educational initiatives.

Another challenge is the difference in perspectives between the principal and the

committee concerning program priorities. Principals may have a clear vision for the direction of the madrasah, but the committees, consisting of diverse individuals with varied experiences and opinions, may have their own ideas about what should take precedence. These differing viewpoints can lead to misunderstandings, conflicts, or delays in decision-making. Aligning the interests and expectations of both the principal and the committee can therefore be a complex task, requiring careful negotiation and understanding of the underlying issues.

Despite these challenges, principals who adopt dialogical and flexible approaches are more successful in fostering committee commitment. By creating open channels of communication, principals can ensure that committee members feel heard and understood. Involving committees in discussions and decision-making processes not only clarifies roles but also fosters a sense of ownership and responsibility. Flexibility in leadership allows principals to adapt to the needs and concerns of their committees, ensuring that both the committees and the principal work toward shared goals in a collaborative manner.

Additionally, successful principals focus on building a unified vision for the madrasah. They emphasize the importance of teamwork and collective effort in achieving the institution's goals. By engaging committees in the process of setting priorities and aligning them with the broader mission of the madrasah, principals can foster a sense of unity and shared purpose. This collaboration strengthens the relationship between the principal and the committee, ensuring that the institution's programs are implemented effectively and efficiently.

Ultimately, overcoming these challenges requires a combination of clear communication, mutual respect, and

flexibility. Principals who understand the complexities of working with committees and who are willing to adapt their leadership style are more likely to succeed in enhancing committee commitment. By addressing time constraints, clarifying roles, and aligning priorities, principals can create a more cohesive and committed team that works together to achieve the goals of the madrasah.

### **Discussion**

The findings highlight that effective leadership behavior among madrasah principals is rooted in collaborative approaches and religious values.[10] Principals who involve committees in strategic decision-making processes are able to cultivate a sense of ownership and shared responsibility within the madrasah's management structure.[11] This method fosters a deeper sense of belonging among the committee members, as they feel more invested in the institution's success. By working together with the committees, principals can leverage collective expertise and experience, enhancing the overall performance of the madrasah.

This approach is in line with the principles of participatory leadership, which prioritize teamwork and mutual collaboration to achieve organizational goals. Participatory leadership[12] encourages open communication, transparency, and active involvement from all members, which leads to better decision-making and improved outcomes. For madrasah principals, adopting a participatory leadership style means embracing collaboration, seeking input from the committee, and making decisions together to ensure the success of educational programs and activities.

In the context of Madrasah Aliyah in Jambi Province, the religious dimension of leadership holds a particularly significant role. Islamic-based educational institutions inherently rely on the integration of

religious values in both academic and administrative functions. For madrasah principals, demonstrating these values through their actions and decisions is essential in guiding both the staff and students toward a more ethical and spiritual path. These values, such as integrity, honesty, and accountability, not only build trust but also promote a culture of respect and cooperation within the madrasah.

Moreover, the religious values upheld by the principals also strengthen the working relationship between the committees and the madrasah leadership. When principals act in accordance with Islamic principles, they inspire confidence in their leadership.[13] The committees, in turn, are more likely to trust and support the principal, knowing that their decisions align with shared ethical and religious beliefs. This trust and mutual respect form the foundation of a harmonious working environment, essential for the effective management and growth of the madrasah.

Ultimately, the combination of collaborative leadership[14] and strong religious values helps create a conducive atmosphere for educational excellence. Principals who embody these principles can motivate their teams, drive the madrasah's mission forward, and ensure that students not only excel academically but also develop into individuals with strong moral and religious foundations.

The findings highlight several challenges that madrasah principals face in enhancing committee engagement, such as limited participation from committee members or differing perspectives on the prioritization of madrasah programs. These challenges underscore the importance of recognizing that leadership approaches should not follow a one-size-fits-all model. Each madrasah operates in a unique context, and the characteristics of its committee members and the local cultural

dynamics must be considered when implementing leadership strategies. Understanding and addressing these challenges requires flexibility in leadership, allowing principals to adapt their approaches based on the specific needs and circumstances of their institution.

In leadership theory, this concept is supported by contingency theory[15], which asserts that no single leadership style is best for all situations. Instead, leaders must assess the environment and adjust their behavior accordingly to achieve the best outcomes. For madrasah principals in Jambi, this means adapting their leadership strategies to the unique cultural and social dynamics that characterize their community.[16] The ability to recognize and respond to these contextual factors can significantly impact the effectiveness of their leadership.

The cultural values of Jambi provide a valuable foundation for madrasah principals to build stronger and more personal connections with committee members. Jambi is known for its rich cultural traditions, which emphasize cooperation, mutual respect, and community involvement. By aligning their leadership approaches with these local cultural values, principals can create a more supportive and engaged environment for committee members. When leaders demonstrate respect for the local culture and integrate these values into their leadership style, they foster a sense of belonging and encourage greater participation in madrasah activities.

Furthermore, principals must recognize that committee members have diverse backgrounds and varying levels of commitment. Some committee members may be passive due to time constraints, a lack of understanding of their roles, or differing expectations regarding the goals of the madrasah. To address these challenges, principals can adopt a more

dialogical approach to leadership[17], where open communication and continuous dialogue are prioritized. This approach allows principals to clarify expectations, provide the necessary support, and encourage a deeper level of engagement from committee members.

This research provides significant academic contributions by broadening the understanding of leadership behavior rooted in religious and local cultural values. The study supports participatory leadership theories by integrating Islamic values as a crucial element in the educational context. Furthermore, it offers a leadership model that is relevant for implementation in Madrasah Aliyah, particularly in regions with similar social and cultural characteristics to Jambi Province. These findings also provide an empirical basis for further research on the role of local values in strengthening the relationships between leaders and stakeholders in the educational setting.

## Conclusion

This study concludes that effective leadership behavior among madrasah principals is essential in enhancing the commitment of Madrasah Aliyah committees in Jambi Province. Collaborative approaches that engage committees in strategic decision-making and foster open, two-way communication create a sense of ownership and shared responsibility. Furthermore, the religious dimension of leadership strengthens trust between principals and committees, supports harmonious working relationships, and contributes to achieving madrasah objectives. However, challenges such as limited active participation from committees and differing perspectives on program priorities necessitate adaptive and context-sensitive leadership strategies.

To address these challenges, several recommendations are proposed. Madrasah

principals should prioritize structured collaboration through regular forums or workshops while maintaining and further integrating religious values into their leadership practices to build stronger relationships with committees. Committees, on the other hand, are encouraged to deepen their understanding of their roles by participating in training or orientation programs facilitated by the principals. Policymakers are urged to develop leadership guidelines that incorporate local and religious values to enhance madrasah governance. Finally, future research should explore the impact of local cultural values on madrasah leadership and examine the direct relationship between committee commitment and student success.

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