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MADRASAH HEAD'S STRATEGY IN IMPROVING TEACHER PERFORMANCE IN MIN 1 AND MIN 2 BANTUL REGENCY

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Abstract

Madrasah principals play a strategic role in improving teacher performance as a key determinant of instructional quality. However, efforts to enhance teacher performance often encounter various challenges at both individual and institutional levels. This study aims to analyze the strategies employed by madrasah principals, their implementation, and the challenges faced in improving teacher performance at Madrasah Ibtidaiyah Negeri (MIN) 1 and MIN 2 in Bantul Regency. This research adopted a qualitative descriptive design with a phenomenological approach. The research subjects included madrasah principals, teachers, administrative staff, students, and parents. Data were collected through in-depth interviews, observations, and documentation studies, with data validity ensured through source and method triangulation. Data analysis was conducted using the interactive model proposed by Miles, Huberman, and Saldana. The findings reveal that the principals of MIN 1 and MIN 2 Bantul implemented various strategies to improve teacher performance, including strengthening teacher professionalism, conducting academic supervision, continuous evaluation, developing teacher learning communities (KKG), personal approaches, role modeling, and fostering communication and motivation. These strategies were implemented through regular coaching, scheduled supervision, pedagogical competence development, and the optimization of a collaborative work culture. The challenges encountered included differences in teacher characteristics and generations, limited digital competence, administrative workload, and time constraints. Nevertheless, the principals were able to address these challenges through a humanistic approach, strengthening professional awareness, and establishing collaboration with external stakeholders.
Keywords: Leadership Strategy, Madrasah Principal, Teacher Performance


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INTRODUCTION

Education is the main foundation in building the quality of human resources, and the success of its implementation at the level of educational units is largely determined by the quality of leadership of school principals or madrasas. The head of the madrasah has the main responsibility in managing educational resources, especially teachers as a central actor in the learning process. Optimal teacher performance directly contributes to the effectiveness of learning, the achievement of student learning outcomes, and the overall quality of madrasas.[1]

Various studies show that the quality of education in Indonesia still faces serious challenges, both in terms of teacher competence, learning quality, and the effectiveness of school management.[2] This condition is strengthened by the results *of the 2022 Programme for International Student Assessment* (PISA) which places Indonesia at the bottom of the rankings compared to other countries, especially in literacy and numeracy skills. This situation emphasizes the importance of the leadership role of school principals in improving teacher performance as one of the keys to improving the quality of education.

A number of previous studies have revealed that the leadership of school principals has a significant effect on teacher performance through the implementation of academic supervision, continuous professional development, effective communication, and the provision of work motivation.[3] Principals can apply hierarchical, transformational, and facilitative leadership strategies to encourage teacher performance improvement.[4] In addition, optimal teacher

[1] E. Mulyasa, *Manajemen Dan Kepemimpinan Kepala Sekolah* (Jakarta: Bumi Aksara, 2017); Ali Mashar, "Manajemen Strategik Kepala Madrasah Dalam Peningkatan Mutu Lembaga Pendidikan," *Jurnal Isema Islamic Educational Management* 4, no. 1 (2019), https://doi.org/10.15575/isema.v4i1.5268.

[2] R R Basuki, "Strategi Kepemimpinan Sekolah Dalam Peningkatan Mutu Pendidikan," *Jurnal Pendidikan* 7, no. 2 (2025).

[3] Ahmad Zubair and Rambat Nur Sasongko, "Manajemen Peningkatan Kinerja Guru Berbasis Mbs," *Kebijakan: Jurnal Ilmu Administrasi* 12, no. 1 (2021), https://doi.org/10.23969/kebijakan.v12i1.3472; Sari Rahayu et al., "Manajemen Supervisi Kepala Sekolah Dalam Meningkatkan Kinerja Guru," *EDUKATIF JURNAL ILMU PENDIDIKAN* 4, no. 6 (2023), https://doi.org/10.31004/edukatif.v4i6.4305; Slamet Riyadi et al., "Analisis Efektivitas Kepemimpinan Dalam Meningkatkan Kinerja Tenaga Pendidik Di Lembaga Pendidikan," *Jurnal Pengabdian Masyarakat Dan Riset Pendidikan* 4, no. 1 (2025), https://doi.org/10.31004/jerkin.v4i1.2172; Widi Setianah, Eko Handoyo, and Fathur Rokman, "Pengaruh Gaya Kepemimpinan Dan Kepuasan Kerja Terhadap. Kinerja Guru SMP Negeri Di Kota Semarang," preprint, 2025.

[4] Aulia Firdauz and Suparjo Adi Suwarno, "Pengaruh Gaya Kepemimpinan Kepala Madrasah Terhadap Peningkatan Kompetensi Profesional Guru," *Journal of Education Research* 5, no. 4 (2024), https://doi.org/10.37985/jer.v5i4.1458; Euis Haryani, "Pengaruh Iklim Organisasi Sekolah Dan Kepemimpinan Kepala Sekolah Terhadap Manajemen Pembelajaran Untuk Mewujudkan Kinerja Guru" 11, no. 1 (2017), https://doi.org/10.52434/jp.v11i1.89; Akib Akib and Taufik Taufik, "Pengaruh Kepemimpinan Kepala Madrasah Dan PLPG (Pendidikan Dan Latihan Profesi Guru) Terhadap Kinerja Guru MTs Se-Kabupaten Kolaka Utara," *Shautut Tarbiyah* 27, no. 1 (2021), https://doi.org/10.31332/str.v27i1.2843.

performance has been proven to have an impact on the quality of educational output and student achievement.[5]

Most of the research still focuses on public schools and uses a quantitative approach, so it has not fully described the leadership practices of madrasah heads in a contextual and in-depth way, especially at the state madrasah ibtidaiyah level. In addition, studies that compare the leadership strategies of madrasah heads in more than one educational institution with relatively similar characteristics are still limited, even though each madrasah has different organizational dynamics and challenges.[6]

Based on the research gap, the scientific novelty of this article lies in a comparative and in-depth analysis of the strategy of madrasah heads in improving teacher performance through a phenomenological approach in two state madrasas ibtidaiyah (MIN), namely MIN 1 and MIN 2 Bantul Regency. This article not only identifies the form of leadership strategy, but also examines the implementation and obstacles faced by madrasas.

Thus, the purpose of this article is to analyze the strategies of madrasah heads in improving teacher performance, examine the implementation of these strategies, and identify obstacles faced in efforts to improve teacher performance in MIN 1 and MIN 2 Bantul Regency.

RESEARCH METHODS

This study uses a qualitative approach with descriptive design and phenomenological methods. A qualitative approach was chosen to deeply understand the meaning, experience, and leadership practices of madrasah heads in improving teacher performance in a natural context.[7] The phenomenological method was used to explore the subjective experiences of informants related to leadership strategies applied in the madrasah environment.[8] This research was carried out in MIN 1 and MIN 2 Bantul Regency.

The research subjects consisted of madrasah heads, teachers, education staff, students, and guardians of students who were selected purposively according to the needs of the research data.

[5] Waway Qodratulloh Suhendar and Iim Wasliman, "Analisis Langkah Kepala Sekolah Smk Dtbs Dalam Memformulasikan Kebijakan Meningkatkan Kinerja Guru," *Jurnal Handayani* 12, no. 1 (2021), https://doi.org/10.24114/jh.v12i1.27725.

[6] Abdurrahman Abdurrahman and Usamah bin Muhammad, "Strategi Kepala Madrasah Dalam Meningkatkan Mutu Pendidikan Di Madrasah Tsanawiyah Negeri 1 Probolinggo," *Jurnal Educatio FKIP UNMA* 9, no. 4 (2023), https://doi.org/10.31949/educatio.v9i4.6327; Windry Nayla Cahya, Meitha Yesi Rahmawati, and Anggi Septia Nugroho, "Peran Kepemimpinan Transformasional Dalam Meningkatkan Kinerja Guru Dan Prestasi Siswa," *Ta Lim* 7, no. 1 (2025), https://doi.org/10.36269/tlm.v7i1.3129; Muh Minan, "Praktik Kepemimpinan Tranformasional Dalam Meningkatkan Kompetensi Kepribadian Guru Perspektif Al-Qur'an," *Andragogi Jurnal Pendidikan Islam Dan Manajemen Pendidikan Islam* 1, no. 1 (2019), https://doi.org/10.36671/andragogi.v1i1.53.

[7] John W. Creswell, *Penelitian Kualitatif & Desain Riset* (Yogyakarta: Pustaka Pelajar, 2018).

[8] L. J. Moleong, *Metodologi Penelitian Kualitatif Edisi Revisi* (Bandung: Remaja Rosdakarya, 2014).

The purposive sampling technique is used because it allows the researcher to select informants who have direct knowledge and experience related to the focus of the research.[9]

The main instrument in this study is the researcher himself as a key instrument. The role of the researcher includes planning, data collection, analysis, and drawing research conclusions. To support the data collection process, interview guidelines, observation sheets, and documentation are used that are systematically compiled so that the data obtained is relevant to the research objectives.[10]

Data collection procedures were carried out through in-depth interviews, participatory observations, and documentation studies. Semi-structured interviews are used to obtain in-depth but still directed information, while observations are carried out to directly observe leadership practices and learning processes in madrasas. Documentation studies are used to complement and strengthen the data from interviews and observations.[11]

Data analysis was carried out by referring to the Miles, Huberman, and Saldana model which included the stages of data reduction, data presentation, and conclusion drawing in a sustainable manner.[12] The validity of the data is maintained through source triangulation techniques and techniques to ensure the credibility and reliability of research findings.[13]

RESULTS AND DISCUSSION

Research Results

This study reveals the strategy of madrasah heads in improving teacher performance in MIN 1 and MIN 2 Bantul Regency based on the results of in-depth interviews, observations, and documentation studies. The results of the research are presented descriptively according to the focus of the research, including the strategies implemented, their implementation, and the obstacles faced.

Implementation of Madrasah Head Strategy in the Perspective of Teacher Performance

The implementation of the teacher performance improvement strategy in MIN 1 and MIN 2 Bantul Regency shows that the role of madrasah heads is not only limited to policy formulation, but also to active involvement in the process of coaching and supervising teacher performance. The head of the madrasah serves as the main driver who ensures that the strategies that have been designed can be translated into teachers' work practices consistently and continuously. This can be seen from the direct involvement of the head of the madrasah in learning supervision, performance evaluation, and intensive communication with teachers.

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[9] Sugiyono, *Metode Penelitian Kualitatif* (Bandung: Alfabeta, 2020).
[10] Moleong, *Metodologi Penelitian Kualitatif Edisi Revisi*.
[11] W. Creswell, *Penelitian Kualitatif & Desain Riset*.
[12] Matthew B. Miles, A. Michael Huberman, and Johnny Saldaña, *Qualitative Data Analysis: A Methods Sourcebook* (Thousand Oaks, CA: SAGE Publications, 2014).
[13] Sugiyono, *Metode Penelitian Kualitatif*.

In MIN 1 Bantul Regency, the implementation of the strategy tends to be systematic and structured. The head of the madrasah sets clear teacher performance standards, both in the aspect of learning administration and the implementation of learning in the classroom. Teachers are directed to prepare complete learning tools and carry out learning in accordance with the predetermined plan. Academic supervision is carried out periodically as a means of monitoring and evaluation, as well as a space for reflection for teachers to improve the quality of learning.

This approach encourages teachers to be more responsible for their professional duties. Teachers are not only oriented towards fulfilling administrative obligations, but also begin to pay attention to the quality of interaction with students, the selection of learning methods, and the variety of media used. The implementation of this planned strategy contributes to the formation of a disciplined and professional work culture in the madrasah environment.

Meanwhile, the implementation of the strategy in MIN 2 Bantul Regency emphasizes relational and humanistic aspects. The head of the madrasah positions himself as an exemplary figure and partner for teachers. The personal approach applied allows the head of the madrasah to understand the conditions, needs, and potential of each teacher more deeply. Thus, teacher performance coaching is not uniform, but is adjusted to the individual character and abilities of teachers.

Through intensive face-to-face communication, the head of the madrasah builds a working relationship based on mutual trust. Teachers feel appreciated and listened to, so they are more open in conveying the obstacles faced in the implementation of learning. This condition encourages the emergence of internal awareness of teachers to improve performance, not because of structural pressure, but because of professional encouragement and moral responsibility as educators.

The Impact of Madrasah Heads' Strategies on Learning Quality

The strategies implemented by the heads of madrasas in both madrasas have a positive impact on improving the quality of learning. This impact can be seen from changes in teachers' work behavior, the learning atmosphere in the classroom, and the response of students and guardians to the educational process in madrasas.

Teachers in MIN 1 and MIN 2 Bantul Regency showed increased discipline in carrying out their duties, both in terms of attendance, teaching readiness, and completion of learning administration. Teachers become more regular in preparing lesson plans, carrying out evaluation of learning outcomes, and following up on the results of the evaluation. This improvement in performance has an impact on a more structured and directed learning process.

In addition, teachers are starting to apply more varied and contextual learning methods. Learning is no longer entirely teacher-centered, but actively engages learners through interactive discussions, questions and answers, and learning activities. This creates a more enjoyable learning atmosphere and makes it easier for students to understand the subject matter.

The positive impact of the leadership strategy of the head of the madrasah is also reflected in the increase in the learning motivation of students. Students feel more comfortable in participating in learning because teachers show a friendly, patient, and communicative attitude. Positive interaction between teachers and students also contributes to increasing students' confidence and active participation in the learning process.

Student guardians also felt positive changes in children's attitudes and learning behaviors. Increasing student discipline, responsibility, and enthusiasm for learning is an indicator that teacher performance improvement strategies have an impact not only on academic aspects, but also on the formation of students' character.

Obstacles to Strategy Implementation and Management Dynamics

Although the strategy of madrasah heads showed positive results, this study found a number of obstacles that affect the optimization of the implementation of teacher performance improvement strategies. These obstacles are complex and related to individual factors, organizations, and the development of the educational environment.

In MIN 1 Bantul Regency, differences in character and teacher generation are a challenge in implementing technology-based strategies and digital systems. Some teachers need more intensive time and assistance to adapt to the demands of digital-based administration and learning. In addition, a fairly dense workload, both in teaching tasks and additional tasks, also affects teachers' readiness to participate in professional development activities optimally.

The head of the madrasah responded to these obstacles with a gradual and persuasive approach. Mentoring is carried out on an ongoing basis through technical guidance, coaching supervision, and motivation so that teachers do not feel burdened by the changes that occur. This strategy helps teachers to adapt slowly without causing excessive resistance.

In MIN 2 Bantul Regency, the main obstacle is related to the limited time of teachers due to the high workload and differences in ability in the use of learning technology. However, the head of the madrasah is able to manage these obstacles through strengthening communication and motivation. Coaching is carried out flexibly by considering the teacher's condition, so that the performance improvement strategy continues without disturbing the teacher's work balance.

The results of the study show that the success of madrasah heads' strategies in improving teacher performance is largely determined by the ability of madrasah heads to manage dynamics and obstacles that arise in the field. An adaptive, communicative, and humanist approach is a key

factor in maintaining the sustainability of the implementation of teacher performance improvement strategies in both madrasas.

Discussion

Based on the results of the study, the strategy of madrasah heads in MIN 1 and MIN 2 Bantul Regency in improving teacher performance shows a comprehensive and contextual approach. The head of the madrasah not only carries out administrative functions, but also carries out leadership roles that are educational, managerial, supervisory, innovative, and motivational. The strategies implemented include a personal approach, coaching, discipline, motivation, collaboration, supervision, evaluation, and facilitation of teacher professional development. This approach aims to create a conducive work environment so that teachers are able to work optimally.

This finding is in line with Riyatuljannah's view that madrasah heads are required to innovate and be creative in empowering teachers as the main human resources through the formulation of visions, missions, goals, and performance improvement strategies.[14] The head of the madrasah not only plays the role of a formal leader, but also as an educator, manager, administrator, supervisor, innovator, and motivator in managing the madrasah effectively.[15]

Madrasah Head Leadership Strategy in MIN 1 Bantul Regency

In MIN 1 Bantul Regency, the head of the madrasah implements a structured and systematic strategy through improving teacher professionalism, strengthening the teacher learning community (KKG), academic supervision, performance evaluation, strengthening coordination between teachers, and induction programs for new teachers. Improving teacher professionalism is carried out through training, training, workshops, seminars, and continuous certification. This strategy is in line with the mandate of Law Number 14 of 2005 concerning Teachers and Lecturers which emphasizes that the professional development of teachers must be carried out in a sustainable manner in accordance with the development of science and technology.[16]

Strengthening the KKG is a collaborative means for teachers to share learning practices, discuss obstacles, and design solutions together. This supports the formation of a collective learning culture that encourages learning innovation.[17] Supervision and evaluation that are carried out periodically not only function as control, but also as a means of coaching and constructive feedback

[14] T. Riyatuljannah, "Peran Dan Fungsi Kepala Sekolah Dalam Mewujudkan Sekolah Efektif Di Lingkungan Sekolah Dasar," *Al-Aulad: Journal of Islamic Primary Education* 3, no. 2 (2020), https://doi.org/10.15575/al-aulad.v3i2.6686.

[15] Mulyasa, *Manajemen Dan Kepemimpinan Kepala Sekolah*.

[16] J. Musfah, *Peningkatan Kompetensi Guru Melalui Pelatihan Dan Sumber Belajar* (Jakarta: Kencana, 2012).

[17] L. Stoll et al., "Professional Learning Communities: A Review of the Literature," *Journal of Educational Change* 7, no. 4 (2006), https://doi.org/10.1007/s10833-006-0001-8.

for teachers.[18]

Another important finding is the regulation of the teacher's work environment and the induction program for new teachers. Strengthening coordination between teachers through the arrangement of workspaces and mentoring new teachers accelerates adaptation and improves learning consistency. This strategy shows that madrasah heads implement system- and data-based management through supervision, administrative control, and digital-based continuous evaluation. This approach builds a culture of accountability and transparency that supports teacher performance.[19]

The leadership approach applied at MIN 1 Bantul Regency shows that improving teacher performance cannot be achieved instantly, but through a planned, measurable, and sustainable management process. The head of the madrasah plays the role of a director as well as a quality control who ensures that each teacher development program runs according to the goals and standards that have been set. By combining academic supervision, performance evaluation, and the use of digital systems, madrasah heads are able to build an objective and data-based supervision mechanism, so that teachers' performance can be monitored and improved.

In addition, the integration between professional development, strengthening of the KKG, and new teacher induction programs reflects the application of comprehensive human resource management principles in the madrasah environment. Teachers are not only positioned as the implementers of learning, but also as development subjects who are constantly encouraged to learn, adapt, and innovate. This condition contributes to the formation of a professional, collaborative, and accountable work culture, which ultimately strengthens the quality of learning and the quality of educational services in madrasas. These findings emphasize that systematic and performance-based leadership of madrasah heads is a key factor in encouraging teacher performance improvement.

Leadership Strategy of Madrasah Heads in MIN 2 Bantul Regency

In contrast to MIN 1, the head of the madrasah at MIN 2 Bantul emphasizes more on a relational and inspirational approach. The strategies applied include a personal approach, exemplary, open communication, motivation, awareness-based discipline, pedagogic development, KKG, supervision, and evaluation. A personal approach is carried out to understand the character, needs, and potential of each teacher so that coaching can be carried out in a targeted manner.

[18] V. Vescio, D. Ross, and A. Adams, "Impact of Professional Learning Communities," *Teaching and Teacher Education* 24, no. 1 (2008), https://doi.org/10.1016/j.tate.2007.01.004.

[19] I. Kadarsih et al., "Peran Dan Tugas Kepemimpinan Kepala Sekolah," *Edukatif: Jurnal Ilmu Pendidikan* 2, no. 2 (2020), https://doi.org/10.31004/edukatif.v2i2.138.

Discipline is built not through coercion, but through professional awareness and Islamic values which are the basis of the teacher's work ethic. The example of madrasah heads is a real model in building integrity, discipline, and the spirit of learning. These findings are in line with transformational leadership theory that emphasizes the importance of exemplary and intrinsic motivation in encouraging teacher behavior change.[20]

The development of teachers' pedagogic competencies is carried out through training, workshops, KKG, and the use of the Jogja Madrasah Digital (JMD) program. This strategy shows the response of madrasah heads to the demands of digital transformation and 21st century learning. Teachers are encouraged to implement interactive, fun, and student-centered learning, as Hartanti emphasized that engaging and humanistic learning contributes to increased student motivation and learning outcomes.[21]

The leadership approach applied in MIN 2 Bantul Regency shows that improving teacher performance can be built effectively through humanistic and inspiring relationships. The head of the madrasah plays the role of a central figure who not only directs, but also inspires teachers through exemplary attitudes, empathetic communication, and continuous motivation. This leadership pattern encourages the growth of teachers' intrinsic awareness to carry out professional duties responsibly, without relying on coercive control mechanisms.

The integration of Islamic values in the development of discipline and work ethic strengthens the leadership character of the head of the madrasah at MIN 2 Bantul. Teachers are not only required to meet performance standards, but are also directed to interpret their duties as a form of professional devotion and trust. This approach creates a harmonious and respectful work climate, so that teachers are more open to evaluation and change.

In addition, the use of the Jogja Madrasah Digital (JMD) program shows the ability of madrasah heads to adapt transformational leadership to the digital context. Teachers are encouraged to develop pedagogic competencies that are relevant to the needs of 21st century learning, without neglecting a humanist approach to learning interactions. This finding confirms that relational leadership combined with the use of educational technology is able to strengthen teacher performance in a sustainable and contextual manner in the state madrasah ibtidaiyah environment.

[20] Riyadi et al., "Analisis Efektivitas Kepemimpinan Dalam Meningkatkan Kinerja Tenaga Pendidik Di Lembaga Pendidikan"; Triana Hamisah, "Pengaruh Kepemimpinan Transformasional Dan Motivasi Kerja Terhadap Profesionalisme Guru Smp Negeri Di Kecamatan Sosa Kabupaten Padang Lawas Sumatera Utara" (Universitas Medan Area Medan, 2023).

[21] R. Hartanti et al., "Peningkatan Kompetensi Profesional Guru Dalam Mendukung Era Pembelajaran 5.0," *Jurnal Pendidikan*, 2024.

Obstacles and Efforts to Overcome Them

This study also found various obstacles in improving teacher performance, including differences in teacher character and motivation, resistance to change, time constraints, communication that is not optimal, and limited mastery of digital technology. These obstacles show that improving teacher performance is a complex process and is influenced by individual factors and organizational systems.

In facing these obstacles, madrasah heads in both madrasas apply an adaptive and collaborative approach through personal coaching, continuous motivation, training, and cooperation with external parties. This approach is in line with the principles of change management and *the Theory of Constraints* which emphasize the importance of identifying constraints and continuous improvement in achieving organizational goals.[22]

The novelty of this research lies in the disclosure of the leadership practices of madrasah heads in a comparative and contextual manner in two state ibtidaiyah madrasas. This study shows that improving teacher performance does not depend on one specific leadership style, but on the ability of madrasah heads to combine structural, relational, and digital approaches according to the needs of madrasas. Findings regarding the integration of data-based management, new teacher induction programs, and the use of digital ecosystems as part of leadership strategies provide empirical contributions that are relatively rarely discussed in previous research, especially in the context of state madrasah ibtidaiyah.

CONCLUSION

Based on the results of the research, it can be concluded that the heads of Madrasah Ibtidaiyyah Negeri (MIN) 1 and MIN 2 Bantul Regency implement different but complementary leadership strategies in improving teacher performance. The Head of MIN 1 Bantul implements a structural and systematic strategy through improving teacher professionalism, strengthening the teacher learning community (KKG), academic supervision, performance evaluation, strengthening coordination between teachers through working environment arrangements, and implementing induction programs for new teachers. Meanwhile, the head of MIN 2 Bantul emphasized leadership strategies that are relational and inspirational through a personal approach, awareness-based discipline, example, communication and motivation, pedagogic competence development, KKG,

[22] D. K. Pelangi and R. N. Muhammad, "Penerapan Theory of Constraints (TOC) Untuk Optimalisasi Laba Pada PT Perkebunan Nusantara VIII," *Indonesian Accounting Literacy Journal* 2, no. 1 (2022), https://doi.org/10.35313/ialj.v2i1.3149; Elivira Amelia Kaligis, Lintje Kalangi, and Hendrik Gamaliel, "Analisis Pengelolaan Aset Tetap Sekolah Negeri Di Lingkungan Pemerintah Kabupaten Minahasa Utara," *Jurnal Riset Akuntansi Dan Auditing "GOODWILL* 12, no. 2 (2021); Rohana Rohana, Rahmat Soe'oed, and Azainil Azainil, "Supervisi Akademik Kepala Sekolah Dalam Peningkatan Mutu Pembelajaran Guru Di SMP Muhammadiyah Balikpapan," *Journal on Education* 5, no. 2 (2023), https://doi.org/10.31004/joe.v5i2.1132.

supervision, and teacher performance evaluation.

The implementation of the strategy at MIN 1 Bantul is carried out consistently through madrasah programs planned from the beginning of the school year, building commitment and mutual awareness, providing motivation and direction, optimizing the use of supporting facilities and infrastructure, scanning training results, and periodic supervision and evaluation. As for MIN 2 Bantul, the implementation of the strategy shows the integration between managerial approaches, supervision, and teacher empowerment through adaptive training which begins with routine briefings, coaching, direction, motivation, and coordination meetings.

This research also shows that the two madrassas are adaptive to the development of digital technology through cooperation with external parties, especially the use of the Jogja Madrasah Digital (JMD) application as a means of supporting learning and madrasah management. The obstacles faced at MIN 1 Bantul include differences in the generation and character of teachers, resistance to change, limited mastery of technology, limited time, and inadequate teacher room facilities. These obstacles are overcome through coaching, learning guidance, increasing teachers' professional awareness, and continuous training through the PINTAR program, REBORN Ministry of Religion, KKG, and coordination with related agencies.

Meanwhile, obstacles at MIN 2 Bantul include differences in teacher character, tendency to be in the comfort zone, limited mastery of digital technology, and heavy workload. The efforts made by the head of the madrasah include a personal approach, providing motivation, managing work time, distributing tasks according to the teacher's capacity, as well as facilitating training, training, and workshops. This finding confirms that improving teacher performance requires the leadership of madrasah heads who are adaptive, contextual, and able to integrate structural, relational, and digital approaches according to the needs of madrasas.

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