



The Evaluation Of Leadership Role In Improving The Quality Of Education At Al Fida Qur'an Islamic Boarding School

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Abstract: Leadership has experienced difficult roles such as educators, managers, administrators, supervisors, and motivators in improving the quality of education, characterized by difficulties recruiting new students even schools are closed or schools disband. The purpose of this study is to evaluate the role of leadership in improving the quality of education in Pesantren Qur'an Al Fida. Using descriptive-qualitative methods, with a CIPP (Context, Input, Process and Product) model approach. Primary data sources obtained through direct observation in the field, and secondary data obtained through pesantren leadership report documents, representatives, teachers, and pesantren administration personnel through interviews, observations, and documentation. Data analysis using library research, by studying, collecting and processing data from various literature sources, both journals and books. The results of the study concluded that the evaluation of the role of leadership in improving the quality of education in the Qur'an Al-fia Islamic Boarding School. The contex stage has been carried out its leadership role. The input stage of pesantren leaders has a good influence, namely, providing life examples, paying attention, developing the potential of education staff and teachers, through education and training both seminars, workshops, webinars, providing motivation and a better vision and mission for the future. At the stage of the process, pesantren leaders make adjustments between programs that have been planned to improve the quality of education including improving teacher performance, involving students. The product stage, has implemented a teacher performance improvement program, comfortable learning for students, so that students excel both provincially and nationally. So it can be suggested that if you want to improve the quality of Qur'an Al Fida pesantren education, then increase the role of leadership.

Keywords: Evaluation, Leadership Role, Quality of Education, Pesantren Qur'an Al Fida.

Introduction

The role of leadership is one of the main and important factors to study, because the role of leadership determines the quality of an organization. As Arifin, Z. (2019) states that leadership is a success of an organization or institution, both within the scope of the organization, religion, political organizations, social organizations, and educational

organizations.¹ Leadership is the level of one's ability to influence subordinates to work together in productive ways so that organizational goals can be achieved.²

¹Arifin, Z. (2019). Tafsir Ayat-Ayat Manajemen; Hikmah Idariyah Dalam Al-Quran. Yogyakarta: Prodi Manajemen Pendidikan Islam.

²Abd. Rahman Rabbani, Khairiah, K., (2022). Evaluasi Fungsi Kepemimpinan Dalam Meningkatkan Mutu Pembelajaran Sekolah



Specifically, quality education is produced by quality leadership roles. Quality leaders are leaders who have professionalism in the field of leadership so they are able to influence people in organizing, managing and developing their competencies in a comprehensive (whole) manner.³ Leadership that is able to improve the quality of education is a leader who has a number of strategies and has high academic achievements so that he can realize the vision, mission and goals of the organization.⁴ The success or failure of an educational institution is greatly influenced by the expertise of the leadership role in it, in order to process the existing components within the organization. As stated in the 2006 Ministry of National Education related to the role of school leadership. Pesantren leaders must understand their roles as managers, leaders, administrators, educators, motivators, innovators, and supervisors. Therefore, school leadership has the right and authority to determine policies. In an effort to improve the quality of education in the institution.⁵

Dasar Di Bengkulu. *Al-Khair Journal: Management, Education, and Law*, 2(2), 78-90

³Khairiah, K., & Sirajuddin, S. (2019). The Effects of University Leadership Management: Efforts to Improve the Education Quality of State Institute for Islamic Studies (IAIN) of Bengkulu. *Jurnal Pendidikan Islam Yogyakarta*, 7(2), 239-266.

⁴Khairiah, K., Anggraini, D., Rahmanita, U., Jumanti, O., Wijati, M., & Lestari, V. A. (2021). Problematika Kompetensi di Kalangan Guru Pendidikan Anak Usia Dini (PAUD) di Indonesia. *Al-Khair Journal: Management, Education, and Law*, 1(2), 87-98.

⁵Imam Machali and Ara Hidayat. (2018). *The Hand Book of Education Management*. Yogyakarta: Kencana.

Quality is a program or result of an educational management that aims to achieve the expected goals in accordance with the needs and development of society.⁶ Aminatul Zahro explained that the quality of education is the ability of educational institutions to utilize and manage the educational resources used in improving students' learning abilities as well as possible.⁷ Quality as stated in the national education ministry includes: input, process and output of education, namely; (1) Educational input in the concept of educational quality is educational resources (students, educators, and educational staff as well as facilities and infrastructure), software (educational administration and educational programs) as well as the vision and mission of educational institutions. (2) The educational process is the process of implementing or sustaining a learning. This process is greatly influenced by existing educational inputs. This process includes decision-making or planning processes, management of educational institutions, management of educational programs, learning processes, monitoring processes, and educational evaluation processes. (3) The output of education in the concept of educational quality is school achievement resulting from school processes or behavior. The output of school education can be said to be of high quality or quality if school achievement, especially student

⁶Marzuki mahmu. (2012). *Manajemen perguruan tinggi*. Jakarta rajawali perrs

⁷Aminatul Zahro. (2014). *Total Quality management teori & praktik manajemen untuk mendongkrak mutu pendidikan*. Yogyakarta Arruz media



achievement, shows high achievement, so that the quality of education is high.⁸

However, the facts on the ground show something different, namely that there are still educational institutions with low quality education. The low quality of these educational institutions can be caused by several factors, including (1) the lack of the role of the school principal as a leader in managing the learning system in schools; (2) teacher's teaching performance which is not potential; (3) the quality of student learning culture; (4) the education budget has not met the needs of schools; (5) educational facilities and infrastructure; and (6) educational resources focus more on administrative matters rather than being directed to a complete and comprehensive learning process.⁹ The low quality of education is also influenced by the minimal evaluation of the leadership role. Evaluation is a system that is used simply in collecting data and information to find out every activity that has been carried out or which has not been carried out so that it can correct things that are not quite right and it is easier to motivate teachers and students to be more active so that these activities have been carried out, agreed to be carried out according to mutual expectations.¹⁰ Evaluation of the role of leadership is an activity that is very important to be implemented in an institution. Because

the role of a leader can lead to success or failure of the goals expected in an institution, if a leader cannot overcome problems through his policies. This makes the position of a leader not a vehicle for games to be used for fun, but how a leader is able to achieve targets (goals) according to the agreed vision and mission.

The quality of educational institutions has declined both in terms of the quantity of enthusiasts (students) and the quality of graduates, and even further, there are also educational institutions that have closed. This happens because the institution does not evaluate the role of a leader, so that the institution cannot meet the demands of changing times in the world of education. One of the factors because the evaluation of the role of leader is not carried out can come from internal or external, (family relations, as a donor, etc.). Not a few educational institutions that initially experienced setbacks after implementing an evaluation of the institution's leadership role became better and even developed to be able to compete with other institutions.

As observed at the Al-Fida Qur'an Islamic Boarding School, the Al-Fida Qur'an Islamic Boarding School is a private educational institution whose initial learning began in 2013 with a total of 7 students, immediately applying the Integrated Learning pattern, entering class in the morning at 07.30 WIB, take a break at 12.00 WIB, enter the afternoon class at 14.30 and take a break at 16.30 with only 2 educators. In 2014 after the Operational Permit was issued by the Regional Office of the Ministry of Religion of Bengkulu Province, at that time it had 2 buildings (mosque, hostel). At this time in 2023 the number of students has increased by 100 students and 15 teaching staff and 9 educational staff, Alhamdulillah until now we

⁸Mulyasa. (2011). Manajemen dan kepemimpinan kepala sekolah. Jakarta, bumi aksara, h 157-158

⁹Djusr, S., Fajrizal, & Asril, E. (2022). Pengembangan Konten Dalam Meningkatkan Efektivitas Pembelajaran Daring Di Madrasah Aliyah Negeri 4 Kota Pekanbaru. J

¹⁰Nurhayani, Yaswinda, & Movitaria, M. A. (2022). Model Evaluasi CIPP Dalam Mengevaluasi Program Pendidikan Karakter Sebagai Fungsi Pendidikan. Jurnal Inovasi Penelitian, 2(8), 2353–2362.



have. The results of current observations in the field show that the pesantren leaders have implemented several leadership roles so that the growth of Islamic boarding schools continues to experience development or improvement both in terms of student interest and the quality of their education (graduation). It is proven that teachers have implemented pedagogic competence, personal competence, social competence, and professional competence in the learning and parenting process in class but in the dormitory. This is shown by the competence data for preparing syllabus and lesson plans, activity journals.

The purpose of this study is to map, describe and evaluate the role of leadership in improving the quality of education at the Al-Fida Qur'an Islamic Boarding School. The importance of this research is to find out the extent to which the leadership role is implemented, to facilitate the implementation of the evaluation, the research formulates 4 forms of questions in this study, namely: (1) What is the background (context) of the role of leadership in improving the quality of education at the Al-Qur'an Islamic Boarding School fida; (2) How is the input (planning) of the role of leadership in improving the quality of education at Al-Fida Qur'an Islamic Boarding School; (3) How is the process of the role of leadership in improving the quality of education at Al-Fida Qur'an Islamic Boarding Schools; (4) What is the product quality of education at Al-fida Qur'an Islamic Boarding School. The answers to these four questions are discussed in the discussion section.

The argument in this study is that to maintain the quality of education, it is necessary to evaluate the role of leadership. Evaluation is the basic key to quality. To

maintain quality requires careful evaluation and a clear policy towards leadership roles. Evaluation is also a tool, which functions to determine the level of success/achievement of the planned program. Evaluation of the role of leadership in improving the quality of education. The quality and quality of education can be seen in the program planning, organization, implementation and supervision carried out by the leadership. Therefore, to find out the role of leadership in improving the quality of education, an evaluation is needed, because no matter how good the role of leadership is, there must be drawbacks. These deficiencies must be evaluated, to be given input, constructive criticism, so that education becomes better quality.

Methodology

This research is a descriptive-qualitative type, with the CIPP model approach (Context, Input, Process and Product). By evaluating each component of the context, input, process and product to determine whether the leadership role is running effectively or not. The subject of this research is the leadership of Al-fida Qur'an Islamic Boarding School. Source of data in primary and secondary data research. Primary data was obtained through direct observation in the field, and secondary data was obtained through the principal's leadership report document. The techniques used for data collection in this study were: interviews, observation (observation), and documentation. The technique used in analyzing this research is library research, namely studying, collecting and processing data from various sources of literature, both scientific journals and scientific books. This research was conducted at Al fida Qur'an Islamic Boarding School. Researchers



conducted research at the Al-fida Qur'an Islamic Boarding School on the grounds that the institution was established in the vicinity of residents' housing, had private status but had good achievements. This achievement can be seen from the ability of the pesantren leadership in implementing its leadership role in the pesantren. The pesantren leadership has succeeded in motivating and encouraging its citizens to improve their performance. The presence of researchers in conducting this research was devoted to finding data regarding the leadership role of the pesantren leadership in the Qur'an al fida Islamic boarding school. Therefore, the position of the researcher is as a research instrument (Moleong, 2006). The evaluation focus based on the evaluation of the CIPP (context-input-process-product) model consists of 4 stages, namely: (1) Context evaluation stage: at this stage an evaluation of the leadership role, leadership program, and the environment as a whole in implementing the program is carried out. (2) Input evaluation stage: at this stage, an evaluation is carried out related to the components that support the leadership in carrying out its role. (3) Process evaluation stage: at this stage, an evaluation is made of the program implementation time, program decisions. (4) Product evaluation stage: at this stage, an evaluation is carried out on the results of implementing/executing the leadership role which includes teacher performance, student success rates, and program implementation so that a decision can be made to continue or stop it.

The data obtained through several stages of data collection, (1) Data reduction, namely researchers in conducting analysis to clarify, shorten, focus, remove things that are not important and organize data in such a way so as to draw conclusions or obtain the

main findings, (2) data display (data display), namely a clear description of the entire data which in the end will be able to form a conclusion that is easy to understand and understand, (3) conclusion drawing, namely checking the accuracy and validity of a study that has been undertaken . Supported by existing evidence, which is valid and consistent, resulting in more credible conclusions.

Discussion

Contex Role of Leadership in Improving the Quality of Education

Referring to the vision and mission of the Al-Fida Qur'an Islamic Boarding School, namely to become a reference institution in studying, understanding, memorizing, practicing and preaching the Qur'an, based on the vision and mission of the Islamic boarding school, namely; (1) as a place to print Al-Qur'an cadres who are ready to be submitted in the midst of society; (2) Participate in educating the children of the Indonesian nation by increasing human resources through Al-Qur'an education. So, this is closely related to the role of a leader in carrying out his role in realizing the vision and mission of the pesantren. Leadership roles namely; (1) as an Educator, (2) as a Manager, (3) as an Administrator, (4) as a Supervisor, (5) as a Motivator.¹¹

First, the pesantren leadership acts as an educator. Playing the role of educator here is the head of the Islamic boarding school paying attention to the competence possessed by the teacher. The competence possessed by the teacher in the learning process can be used during the learning process carried out in the classroom. From

¹¹Yadi Sutikno. (2022), peran kepala sekolah dalam meningkatkan mutu pendidikan. STAB Maitreyawira Jurnal Maitreyawira, Volume 3



this explanation, the principal's role is to improve teacher competence, for example guiding teachers. In addition, the head of the Islamic boarding school is required to have extensive knowledge because if there is a discrepancy in the learning process, he can correct and guide. School leadership as an educator also plays a role in guiding educational staff. School leaders who have carried out their duties well or very well as educators can improve the quality of education in the educational institutions they lead.

The role of school leadership as an educator is leadership that is able to create a conducive school climate, provide advice to school members, provide encouragement to all educational staff, and implement an interesting learning model. The strategies carried out as educators in improving the quality of education through increasing teacher competence are; (1) provide understanding and understanding to teachers that increasing professionalism is very important for a teaching career; (2) provide an understanding of increasingly stringent and binding government regulations to increase professionalism; (3) conduct outreach to respond to new government regulations so that teachers can know them; and (4) making policies adapted to the latest government regulations so that teachers can implement them well.¹²

Second, the Leadership Role as a Manager. Acting as a Manager is the leadership of the pesantren carrying out its management functions. The management function in question is planning, organizing,

implementing, monitoring, and evaluating. The leadership of the pesantren which carries out the management function then makes the management it does support the success of the pesantren it leads. As an example of planning, when the leadership of the pesantren has a plan to develop the pesantren to produce high-quality graduates, the leadership of the pesantren makes good planning. After that, the leadership of the pesantren held a meeting to organize it. At the time of giving the task, the pesantren leadership also explains to do the task that has been given so that when it is given, the person who gets the job can work to carry out the task that has been given. After that, the pesantren leadership supervises the performance of the education staff and teachers who have been given the job. After supervision has been carried out, an evaluation is carried out to determine the level of success of the work that has been carried out by education staff and teachers. Pesantren leadership that has carried out its duties properly or very well as a manager can improve the quality of education in the educational institution it leads.

School leadership as a manager in improving the quality of education includes three things, namely input, process and output. Input means that there is a strict selection for students and teachers. These three things are related to one another, without input and a good learning process, the output produced is also not optimal.¹³

Third, the leadership role as Administrator. Administrators are sourced

¹²Rusdiana, E. (2018). Peran Kepemimpinan Kepala Sekolah Sebagai Educator dalam Meningkatkan Kompetensi Guru. *Indonesian Journal of Education Management & Administration Review*, 2(1), 231-236.

¹³Hafizin, H. (2021). Peranan Kepemimpinan Kepala Madrasah Sebagai Manajer dalam Meningkatkan Mutu Pendidikan. *Islamic Management: Jurnal Manajemen Pendidikan Islam*, 4(01), 157-175.
<http://dx.doi.org/10.30868/im.v4i01.1179>



from the nature of educational administration as the utilization of various sources such as humans, facilities and infrastructure as well as various other learning media optimally, precisely, effectively, and also efficiently to support the achievement of educational goals. By achieving educational goals, quality graduates are achieved. In this aspect, the head of the Islamic boarding school must utilize various sources to achieve the educational goals that have been set. The head of a pesantren who has carried out his duties properly or very well as an administrator can improve the quality of education in the educational institution he leads.

The success of school leadership as an educational institution requires the role of a leader and administrator who maintains the continuity of the school/madrasah organization. School leadership is required to be able to optimize all school resources that contribute to improving the quality of education delivery in schools/madrasahs. This condition is very crucial for improving the quality of student achievement. Therefore, policies taken, decisions made and implementation of regulations must be designed in such a way within the framework of improving the quality of schools/madrasahs.¹⁴

Fourth, the role of leadership as a supervisor, which is the leadership of the pesantren has the responsibility to monitor, guide and improve the learning process in the classroom which must be improved. In this aspect, it means that the head of the pesantren supervises the teacher. This is intended to monitor the performance of the

teacher. When the teacher's performance has been monitored, the head of the Islamic boarding school gets information about the teacher's performance. When getting the data there are still teachers who have not done it properly, the leadership of the pesantren calls the teacher and conducts coaching after coaching is carried out, the leadership of the pesantren monitors again whether it has become better than the coaching that has been implemented. Pesantren leadership that has carried out its duties properly or very well as a supervisor can improve the quality of education in the educational institution it leads.

School leadership acts as a supervisor in guiding, assisting and directing education staff and education staff to respect and carry out educational procedures to support educational progress. School leadership plays a supervisory role capable of carrying out various supervision and control to improve performance, this is done as a preventive measure to prevent deviant behavior. Supervisors in learning include class visit activities, to observe the learning process directly, especially in the selection and use of methods, media used and student involvement in the learning process. From the results of supervision it can be seen the weaknesses as well as the teacher's advantages in carrying out learning, the level of mastery of the competence of the teacher concerned, then certain solutions, coaching and follow-up are sought so that the teacher can correct existing deficiencies while maintaining excellence in carrying out learning.

Fifth, the role of leadership as a motivator is to always establish harmonious relationships, set a good role model, create a conducive learning atmosphere, reward teachers and students who have

¹⁴Rahman, B. (2014). Kepemimpinan multidimensi kepala madrasah dari perspektif guru. *ANALISIS: Jurnal Studi Keislaman*, 14(2), 431-453.



achievements in education, and solve problems with a cool head without having to shout. Thus leadership is considered to be able to trigger the motivation of students and teachers in carrying out their duties and obligations. Pesantren leadership that has carried out its duties well or very well as a motivator can improve the quality of education in the educational institution they lead.

The role of leadership as a motivator is giving encouragement to behave towards goals, inviting someone to be willing and willing to work for the organization, creating quality human resources with organizational goals and objectives, for improving predetermined performance, improving one's knowledge, skills and attitude towards tasks principles, functions and responsibilities. Motivation can also be provided through training which is an effort related to improving the abilities or skills of employees who have occupied certain positions or tasks. Motivation is also given to minimize problems such as delays in handling problems, discrimination, lack of responsiveness to public complaints. This problem occurs due to the lack of maximum service provided, this is inseparable from the leadership factor, as a motivator for employees and training and performance and other factors. The current phenomenon is that there are many educators and educational staff who are still not maximally working according to the jobs determined by the organization, this can be minimized by holding education and training, as well as motivational encouragement from the leadership.¹⁵ The implications of the role of leadership as a motivator in improving the

quality of education, so that this role can be used as material for consideration for schools to further improve the quality of education in schools. The leadership role of school principals in improving the quality of education can be used as a source of theory or reference in improving the quality of education.¹⁶

Input the Role of Leadership in Improving the Quality of Education

The input of the pesantren leadership role in carrying out, applying the leadership role is good influence, ideally, namely, providing exemplary life, paying attention to individuals in developing the potential of education staff and teachers, through education and training both seminars, workshops, webinars, providing motivation and future vision and mission that better, intellectual stimulus by encouraging teacher creativity and innovation in learning through various training.

Islamic boarding school leadership that reflects leadership in managing and improving the quality of education in Islamic boarding schools is having a character that is always optimistic in carrying out a leadership role and is optimistic towards teachers and education staff by involving teachers and education staff through education and training both seminars, workshops, webinars. So that the learning process and student needs are met and students can also have innovations and be able to develop the creations and potential that each student has through the role of the head of the Islamic boarding school, encouraging teachers and students to create a comfortable and

¹⁵Khairiah, Khairiah (2021) *Kinerja Guru Dalam Perspektif Budaya Organisasi, Kepemimpinan Dan Motivasi Kerja*. IAIN Bengkulu Pres. ISBN 978-623-7558-51-4

¹⁶ Alhabsyi, F., Pettalongi, S. S., & Wandu, W. (2022). Peran Kepemimpinan Kepala Sekolah dalam Meningkatkan Kinerja Guru. *Jurnal Integrasi Manajemen Pendidikan*, 1(1), 11-19.



conducive learning atmosphere so that they can achieve learning goals and focus on the future.

The role of leadership can improve the quality of education through the level of education, honesty, and good morals. Improving the quality of higher quality education, among others, through developing and improving the curriculum and evaluation system, improving educational infrastructure, developing and procuring teaching materials, as well as training for teachers and other education personnel.¹⁷ The role of leadership as a formidable entrepreneur in an effort to improve the quality of education. Another strategy to improve the quality of education as a leadership role through school-based management (SBM), this can be seen from the performance of school leadership, teachers, employees in collaborating and establishing communication in carrying out every activity that is their duty and responsibility in order to achieve educational goals which are expected.¹⁸ However, the leadership role of the school principal is currently not playing well. This can be seen from the performance that has not been optimal, there are still some leadership who have not been able to carry out their duties properly, this greatly affects school activities which have an impact on the quality of

education. The role of leadership that has change, is able to improve the quality of education. Change by seeking innovation programs, improving student management in school culture, and disciplining them. The principal's leadership is formed by his nature which gives a sense of comfort to all his citizens. Good leadership is able to foster a school culture, as well as discipline, become a work partner, create cooperation, among fellow school members to form a friendly and purposeful school environment.¹⁹ Thus, the leadership role of the principal can improve the quality of school education.

Process of the Role of Leadership in Improving the Quality of Education

The role of pesantren leadership is an intellectual actor as well as an important role holder for the success or failure of the institution, including one of the important points in this research is through process evaluation. Thus, pesantren leadership is required to make adjustments between programs that have been planned to improve the quality of education including improving teacher performance through education and training both seminars, workshops, webinars, with reference to leadership roles namely (as Educator, as Manager, as Administrator, as Supervisor, and as motivator). Leaders' programs have been implemented to improve the quality of education in Islamic boarding schools. This is evident from the involvement of Al-fida Qur'an Islamic Boarding School students in the activities of various competitions, (tahfidz competitions, mujawwad, speeches, quizzes etc.). District-

¹⁷ Hasibuan, A. I., Mustapid, M., & Wijaya, C. (2019). Peran Kepemimpinan Kepala Madrasah dalam Meningkatkan Mutu Pendidikan di MTs. Swasta Miftahul Falah Sunggal Kabupaten Deli Serdang. *Anthropos: Jurnal Antropologi Sosial Dan Budaya (Journal of Social and Cultural Anthropology)*, 4(2), 201-210.

¹⁸ Kurniawati, E., Arafat, Y., & Puspita, Y. (2020). Peran Kepemimpinan Kepala Sekolah dalam Meningkatkan Mutu Pendidikan melalui Manajemen Berbasis Sekolah. *Journal of Education Research*, 1(2), 134-137.

¹⁹ Sari, J. D. R., Giatman, M., & Ernawati, E. (2021). Peran Kepemimpinan Kepala Sekolah dalam Meningkatkan Mutu Pendidikan. *Jurnal Penelitian Dan Pengembangan Pendidikan*, 5(3), 329-333.



national level. This is evidence of progress from the efforts of pesantren leadership and teachers in developing the abilities and quality of student education. The implementation of process evaluation is always based on the role of the leader which is carried out through several stages, namely initial preparation (initial planning), organizational, supervision, overall coordination and final evaluation.

The role of the pesantren leadership is also as an Educator; Islamic boarding school leadership pays attention to the competence possessed by the teacher. Leadership as an educator in the classroom, namely the teacher as a person who is responsible for the physical and spiritual development of students in order to reach a level of maturity as an educational goal. In national education education is defined as educational staff who are qualified as teachers, lecturers, counselors, tutors, widyaiswara tutors, instructors, facilitators and so on according to their specialty, and participate in organizing education. The role of school leadership is basically a teacher who gets additional assignments as school leadership. Therefore, school leadership as an educator cannot be separated from its main task, which is to educate. The role of leadership as an educator is not solely to educate students, but all staff and all members of the school they lead.²⁰

As Manager; carry out its management function. The management function in question is planning, organizing, implementing, monitoring, and evaluating. The role of school leadership as a manager

requires special skills including being able to understand the hearts, attitudes and motives of other people, and requires the right strategy to empower educational staff through collaboration or cooperativeness, provides opportunities for educational staff to improve their profession, and encourages the involvement of all educational staff in various activities that support the school program.²¹ As Administrator; originates from the essence of educational administration as the utilization of various sources such as human beings, facilities and infrastructure as well as various other learning media optimally, precisely, effectively, and also efficiently to support the achievement of educational goals. Leadership acts as an administrator, namely in handling routine school activities which is the duty of the principal as an administrator. The school's routine activities consist of controlling the organizational structure, carrying out substantive administration, and conducting evaluation and supervision.²² As Supervisors; has the responsibility to monitor, foster, and improve the learning process in the classroom that must be improved. And as a motivator; encourage teachers to achieve the learning objectives that have been set. Principal leadership as a supervisor can be realized in the ability to compose and implement educational supervision programs and carry out supervision programs and utilize the results, and can be realized in the preparation of class supervision programs, development

²⁰Hasanah, S. M. (2020). Kepemimpinan kepala sekolah dalam meningkatkan mutu pembelajaran di era pandemi covid 19. *INCARE, International Journal of Educational Resources*, 1(3), 256-279.

²¹Alhabsyi, F., Pettalongi, S. S., & Wandu, W. (2022). Peran Kepemimpinan Kepala Sekolah dalam Meningkatkan Kinerja Guru. *Jurnal Integrasi Manajemen Pendidikan*, 1(1), 11-19.

²²Said, A. (2018). Kepemimpinan kepala sekolah dalam melestarikan budaya mutu sekolah. *EVALUASI: Jurnal Manajemen Pendidikan Islam*, 2(1), 257-273.



of supervision programs for extracurricular activities, development of library, laboratory and examination supervision programs. No less important is the role of leadership as a supervisor in fostering teachers to become good educators and teachers. For teachers who are already good so that their quality can be maintained and for teachers who are not good it can be developed to be better. Meanwhile, all good teachers who are already competent and who are still weak must be endeavored so that they are not out of date in the learning process.²³

Educational quality products at Al-fida Qur'an Islamic Boarding School.

The quality of education can be identified through an evaluation of the results that have been achieved from carrying out the role of a leader which includes teacher performance, student success rates, program implementation. Quality can also be known through evaluating the role of pesantren leadership by creating good programs to improve teacher performance, comfortable learning environment programs for students by utilizing all facilities, as well as teacher programs namely education and training both seminars, workshops, webinars, teacher working groups (KKG), subject teacher deliberations (MGMP) are held once a month. Including teacher evaluations conducted once a month at the beginning of the month, which aims to discuss the difficulties faced by teachers during the learning and parenting process. As well as making the right decisions to improve the quality of learning.

The quality of education in Islamic boarding schools is getting better or

increasing, it can be proven from several aspects related to students (input, process, and student output). (1) Input (acceptance) of students, the leadership of the pesantren performs planning, organizing, movement, supervision. (a) The planning stage, the leadership role of the pesantren has mapped out the level of need for the number of new students, so that it is predicted how much education management needs in the learning process to meet predetermined standards. This stage can also be developed the right strategy to achieve the target as much as possible. (b) Organizing stage, the role of pesantren leadership has divided tasks specifically, according to their respective areas of expertise. This stage also requires all those involved in admitting students to utilize the resources of the pesantren. (c) The movement stage, the leadership of the pesantren moves all members to implement the plan into action, after being given an explanation of the plans that have been made. And (d) the supervision stage, the leadership of the pesantren is an action taken to ensure that the flow of a process goes according to what has been planned; (2) The process at this stage for pesantren leadership teachers always pays attention to the competence possessed by the teacher, providing motivation for teachers to attend training with the aim of improving teacher performance. For students to continue to support the implementation of teaching and learning, utilizing all the infrastructure owned by Islamic boarding schools, of course, according to learning needs. Evaluating the pesantren curriculum. The head of the Islamic boarding school also supervises the class so that he can see directly the teacher's teaching process in class. Prepare time for teachers to establish relationships between teachers and the head of the Islamic boarding school and

²³ASTUTI, A. (2019). Peran Kepala Sekolah Sebagai Supervisor Dalam Meningkatkan Mutu Pendidikan. *Adaara: Jurnal Manajemen Pendidikan Islam*, 5(1).



provide opportunities for teachers and students to innovate and be creative according to what they have. (3) Student output (graduation), as a measure of the quality of student graduation in Islamic boarding schools, uses 3 aspects, namely absorption, fighting power, and responsiveness. Where it is proven that Islamic boarding school graduation students can be accepted and continue their education at various universities both in the city and outside the city, both within the province and outside the province, both within the country and abroad, after they graduate not a few immediately get a place to study. devote their knowledge (teachers), as administrators in educational institutions and some are even able to open educational institutions and open jobs for the local community. This proves that the quality of education at the Al-Fida Qur'an Islamic Boarding School is good, this is inseparable from evaluation activities of the role of Islamic boarding school leadership in improving the quality of education at Al-Fida Qur'an Islamic Boarding School.

Conclusion

The results of the evaluation of the role of leadership in improving the quality of education at the Qur'an Al-fida Islamic Boarding School, show that in general it has played a good role, it can be seen from the evaluation results in the context of the leadership role which refers to the vision and mission and objectives of the Al-Fida Qur'an Islamic Boarding School, namely that it has become a reference institution in studying, understanding, memorizing, practicing and preaching the Qur'an, so that the role of leadership becomes decisive in realizing the quality of education through the role of educator, manager, administrator, supervisor

and motivator. Input the role of pesantren leadership in carrying out, implementing and providing exemplary, attention, concern, in developing the potential of human resources through education and training, providing motivation, intellectual stimulation by encouraging teacher creativity and innovation in learning. The process of leadership's role in improving the quality of education through adjustments between work programs to improve the quality of education such as improving teacher performance through education and training both seminars, workshops and webinars. Meanwhile, the product quality of education at Al-Fida Qur'an Islamic Boarding School shows the involvement of students in the activities of various competitions, (tahfidz, mujawwad, speech, quiz contests), both at the district and national levels. Product quality can also be seen in student achievement in MTQ at the district and national levels and student graduations, all of which also continue to a higher level both at home and abroad.

This research has limitations in data sources, because it is only in one place at the Al-Fida Qur'an Islamic Boarding School, so it cannot be used as a basis for comprehensive policy making. Policy making as lessons learned requires in-depth and extensive surveys and interviews to be used as a basis for decision-making. Surveys and interviews regarding the evaluation of leadership roles as educators, managers, administrators, supervisors, and motivators. The results of interviews with informants and other documents as well as evaluation results are used as material for improving the quality of education. Follow-up studies can be carried out with broader data sources and a variety of educational institutions in Indonesia, so that they can be used as a source of knowledge and



understanding in the quality of education in the future.

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