



Performance Assessment of Madrasah Principals for Strengthening the Quality of Integrated MA Tunas Cendekia, Cirebon Regency

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ABSTRACT

The transformation of Islamic education quality requires school principals to act not only as administrators but also as transformative and reflective learning leaders. This study aims to analyze the implementation of the Principal Performance Assessment (PKKM) as an instrument for strengthening quality at MA Terpadu Tunas Cendekia, Cirebon Regency. The study employed a qualitative descriptive approach through observation, interviews, and documentation, with thematic analysis and source triangulation techniques. The findings reveal that the implementation of PKKM functions beyond administrative evaluation; it serves as a reflective mechanism for quality improvement, aligned with the principles of Total Quality Management (TQM) and the Plan-Do-Check-Action (PDCA) cycle. The principal demonstrated transformational and instructional leadership styles, fostering a participatory culture and utilizing PKKM results to design data-driven Follow-Up Plans (RTL). Spiritual values such as amanah (trustworthiness), itqan (excellence), syura (consultation), and ihsan (doing good) form the ethical foundation for accountability and the cultivation of a quality culture within the school. Furthermore, the SWOT analysis indicates that the principal adopts adaptive strategies by converting weaknesses into strengths and threats into opportunities through program innovation and digital collaboration. The study concludes that the success of quality enhancement in madrasahs depends on the synergy between Islamic leadership, sustainable quality management systems, and institutional reflection. The MA Terpadu Tunas Cendekia model provides an empirical reference for developing PKKM as a key instrument in advancing the quality of Islamic education in Indonesia.

Keywords: *Principal Performance Assessment, Transformational Leadership, Total Quality Management, Islamic Education Quality.*

INTRODUCTION

Improving the quality of madrasahs depends not only on physical facilities and curriculum, but also on the effectiveness of the principal's leadership in managing resources and fostering a culture of quality. The case of the Tunas Cendekia Integrated Islamic High School in Cirebon Regency provides a concrete illustration of how the principal's role is a key driver of institutional quality change. According to the 2023–2025 Madrasah Principal Performance Assessment (PKKM) report, this madrasah demonstrated significant achievements, including achieving "A" (Excellent) accreditation, consistent implementation of academic supervision and Unit Quality Strengthening Guidance (BPMU) programs, and active participation in national programs such as the Computer-Based Madrasah Assessment (AMBK) and the P5PPRA (Program for Improving Madrasah Quality). This success demonstrates proactive leadership across the four main components of the PKKM: madrasah development, management, entrepreneurship, and academic supervision. However, challenges remain in increasing student numbers and gradually fulfilling infrastructure—two aspects that have the potential to impact the sustainability of the institution's quality.

This phenomenon reflects a broader situation in many madrasahs in Indonesia. Although the Ministry of Religious Affairs has established the Islamic Education Quality Strengthening Policy and the Community Service Program (PKKM) system as national evaluation instruments, their implementation in the field still shows varying results. Madrasah principals are required not only to be administrators, but also innovators, communicators, and transformational leaders capable of motivating teachers and education personnel to achieve superior quality standards (Subandi, Thoyib, Fauzan, & Jaenullah, 2021). Globally, similar challenges emerge in the Islamic education sector in Southeast Asian countries, where principals play a strategic role in integrating quality management principles with Islamic spiritual values (Hui & Singh, 2020). Therefore, the leadership effectiveness of madrasah principals is key to building adaptive, accountable, and sustainable Islamic educational institutions in an era of educational disruption.

Various previous studies have demonstrated a close relationship between leadership style and the quality of educational institutions. Research by Argia and Ismail (2013) found that transformational leadership directly influences the

level of Total Quality Management (TQM) implementation in higher education. Similar findings are supported by Khurniawan, Sailah, Muljono, Indriyanto, and Maarif (2020), who identified that the success of TQM implementation in educational institutions is largely determined by the managerial competence and commitment of school leaders. In the context of madrasahs, Rachman Pranajati and Mufid (2022) emphasized that the PKK (Comprehensive Leadership Assessment) plays a crucial role in assessing the effectiveness of madrasah principals and serves as a means of strengthening institutional quality. However, these studies remain limited to normative aspects – that is, they theoretically explain the relationship between leadership and quality, without much elaboration on how PKK instruments are used to improve madrasah quality at the operational level.

A research gap arises when the madrasah principal performance assessment process is understood solely as an administrative activity, rather than as a strategic tool for quality management. Most studies emphasize individual performance indicators (FITRIATI, Istaryatiningtias, & Suprpto, 2021; Suparmi, Pribadiyono, & Suwitho, 2023), while the integration of Community Empowerment Program (PKK) results and madrasah quality improvement practices has rarely been studied in depth. Furthermore, empirical studies highlighting the direct link between the four PKK components and the three dimensions of madrasah quality (internal, external, and excellence) in the context of Indonesian Islamic education are still very limited. Yet, this understanding is crucial for identifying how madrasah principal leadership can be a key lever for strengthening institutional quality based on spiritual, professional, and innovative values.

Based on these conditions, this study seeks to analyze the implementation of madrasah principal performance assessments in strengthening the quality of the Tunas Cendekia Integrated Islamic High School (MA Terpadu Tunas Cendekia) in Cirebon Regency. This study aims to not only demonstrate the conceptual relationship between PKK and institutional quality but also reveal how madrasah principals practice transformational leadership and quality management values in the context of Islamic education. Practically, this research contributes to improving madrasah quality policies, as well as becoming a PKK-based evaluation model that can be replicated in similar educational institutions in Indonesia.

METHOD

This section essentially explains how the research was conducted. The main topics of this section are: (1) research design; (2) population and sample (research

targets); (3) data collection techniques and instrument development; and (4) data analysis techniques. For research using tools and materials, specifications for these tools and materials should be written. The tool specifications describe the sophistication of the tools used, while the material specifications describe the type of materials used.

For qualitative research such as classroom action research, ethnography, phenomenology, case studies, and others, it is necessary to include the presence of the researcher, research subjects, and informants who assisted, along with the methods for collecting research data, the location and duration of the research, and a description of how the research results were verified. It is best to avoid organizing the writing into "sub-headings" in this section. However, if this cannot be avoided, the writing method can be found in the "Results and Discussion" section.

RESULTS AND DISCUSSION

A. Result Research

1. Overview of Community Service Program Implementation at MA Terpadu Tunas Cendekia

MA Terpadu Tunas Cendekia is an Islamic boarding school-based Islamic educational institution under the auspices of the Tunas Cendekia Ciwaringin Foundation, Cirebon Regency, West Java. This school was founded with the vision of "Creating a generation with morals, knowledge, and global competitiveness" and a mission to integrate general knowledge with Islamic values and independence. This institution is unique because it operates in a pesantren environment that is conducive to the development of students' spiritual character, while also adapting to technological developments and digital learning innovations. This is reflected in the profile of teachers and teaching staff, most of whom are young, have higher education backgrounds, and possess strong digital literacy—a crucial social capital for the sustainable development of the school's quality.

Institutionally, MA Terpadu Tunas Cendekia implements an integrated management system that combines managerial, academic, and spiritual functions. The Islamic boarding school environment, which serves as the basis for educational activities, strongly influences the development of a work ethic and a culture of quality. This school offers flagship programs such as the Language Quarter, Student Entrepreneurship Training, the Rahmatan Lil 'Alamin Student Profile Strengthening Program (P5PPRA), and collaborative activities with international institutions, such as the Observe the Moon Night project with NASA in 2023. These programs not only strengthen the quality of

learning but also foster the school's external reputation as a quality- and innovation-oriented institution.

The Madrasah Principal Performance Assessment (PKKM) at MA Terpadu Tunas Cendekia is carried out routinely and integrated into the annual planning cycle. According to the implementation document for the 2023–2025 academic year, the PKKM process includes four main components: (1) madrasah development efforts, (2) managerial competency, (3) entrepreneurship, and (4) academic supervision. The assessment process involves self-assessment, document verification by the madrasah supervisor, direct observation of the madrasah principal's activities, and annual performance reflection. The assessment results indicated that the madrasah principal achieved the "Very Good" category across all components, particularly in the areas of managerial and academic supervision. This success contributed to the achievement of "A (Excellent)" accreditation, which was awarded in September 2024 and is valid until 2029.

Quantitatively, the PKKM results demonstrated an increase in the madrasah principal's performance score from the previous year. The madrasah managerial and development component achieved the highest score due to innovations in program planning based on EDM (Madrasah Self-Evaluation) and ERKAM (Madrasah Work Plan and Budget Evaluation). Furthermore, periodic academic supervision practices demonstrated an improvement in the quality of teacher learning, as evidenced by the consistent implementation of the Unit Quality Strengthening Program (BPMU) and internal Lesson Study activities. Documentation also demonstrated increased teacher participation in professional training and national-level competitions—a strong indication that the madrasah principal's leadership fosters a reflective and collaborative culture. These achievements align with the research findings of Suparmi, Pribadiyono, and Suwitho (2023), which confirmed that a principal performance assessment model based on four competency components can improve the effectiveness of educational organizations. In the context of madrasahs, these results indicate that PKKM is not merely an administrative mechanism, but also a strategic instrument for strengthening a sustainable quality culture (Rachman Pranajati & Mufid, 2022).

The success of MA Terpadu Tunas Cendekia also demonstrates the relevance of transformational leadership theory, where the principal acts as a catalyst for change, inspires, and directs the institution's vision toward excellence (Argia & Ismail, 2013; Subandi et al., 2021). Therefore, the implementation of PKKM at MA Terpadu Tunas Cendekia serves not only as an evaluation tool but

also as an internal mechanism to ensure the sustainability of educational quality based on Islamic values and modern professionalism.

Table 1. Summary of Principal Performance Assessment (PKKM) Achievements at MA Terpadu Tunas Cendekia for the 2023–2025 Academic Year

No.	PKKM Components	Aspects Assessed Key	Performance Indicators	Average Score (0-100)	Assessment Category	Description
1	Madrasah Development Efforts	Program innovation, curriculum development, community participation	Implementation of the Language Quarter, P5PPRA, and Teacher Cooperative programs	92	Very Good	Improved from the previous year (2022–2023)
2	Managerial Competence	Planning, implementation, evaluation, and administrative management	Timely implementation of EDM and ERKAM, accountability of BOS/BPMU reports	95	Very Good	Data-based and efficient program management
3	Entrepreneurship	Creativity, independence, and institutional innovation	Establishment of foundation cooperatives, student entrepreneurial activities	88	Good	Expansion of the madrasah business network is needed
4	Academic Supervision	Planning and implementation of teacher supervision, coaching follow-up	Monitoring of teacher performance, lesson study, strengthening of PPG & PGP	94	Very Good	Supervision is conducted regularly and reflectively
	PKKM Composite Average	—	—	92.25	Very Good	The madrasah principal demonstrates superior and consistent performance

These results indicate that the managerial and Academic supervision achieved the highest scores (95 and 94 points), indicating effective leadership by

the principal in managing resources and ensuring teacher competency improvement. Meanwhile, the entrepreneurship component received a lower score (88 points), indicating the need to strengthen collaboration with the business world and improve student entrepreneurship programs. Overall, the average score of 92.25 indicates that the principal has achieved the "Very Good" category, aligning with the principle of continuous improvement in educational quality management (Khurniawan et al., 2020; Ikhsan et al., 2023).

2. Assessment Results Based on Four PKKM Components

a. Madrasah Development Efforts

Based on observations and a review of PKKM documents, the madrasah development efforts component demonstrated excellent performance with an average score of 92. The principal of MA Terpadu Tunas Cendekia was deemed successful in developing various flagship programs that have a direct impact on improving the quality of learning and the institution's image. Programs such as the Language Quarter, P5PPRA (Student Profile Strengthening Project for Rahmatan lil 'Alamin), and the Teacher-Foundation Cooperative are concrete examples of the implementation of development strategies based on innovation and collaboration.

The Language Quarter, for example, was designed to improve foreign language competency (Arabic and English) for students and teachers through a communicative approach, internal competitions, and peer teaching. This program has been proven to increase student confidence in academic communication and strengthen the madrasah's branding as a leading institution with a global outlook.

Meanwhile, the implementation of P5PPRA serves as a vehicle for internalizing spiritual, social, and civic values through project-based learning. Through activities such as student social activities, greening the pesantren environment, and exhibitions of student creative products, the madrasah fosters a participatory culture that aligns with the vision of holistic Islamic education. The Teacher-Foundation Cooperative, meanwhile, serves not only as a means of economic empowerment but also as an instrument for instilling entrepreneurial values and mutual cooperation among educators.

Interviews with madrasah principals revealed that all programs were designed using the principle of bottom-up planning, involving teachers and the quality team from the planning through to evaluation. This approach strengthens a sense of belonging among madrasah members and fosters a participatory quality culture. This strategy aligns with the concept of transformational leadership, where leaders serve not only as decision-makers but also as

inspirational voices that motivate organizational members to achieve a shared vision (Argia & Ismail, 2013).

Furthermore, this leadership pattern reflects the practice of continuous improvement as emphasized in Total Quality Management (TQM) theory in education. Madrasah principals consistently conduct periodic evaluations of program outcomes through reflection forums and quality meetings, using the PKKMM results as the basis for improvements in the next planning cycle. This aligns with the Plan-Do-Check-Action (PDCA) principle, which emphasizes continuous improvement through data reflection and collaboration (Khurniawan, Sailah, Muljono, Indriyanto, & Maarif, 2020; Ikhsan, Salim, & Tasya, 2023).

Documentation and observations indicate that the development of this flagship program has had a positive impact on improving the internal quality of madrasahs, particularly in aspects of teacher professionalism, learning creativity, and student participation. Teachers are more actively developing innovative teaching materials, while students demonstrate improved academic and non-academic achievement, both at the district and national levels. Thus, it can be concluded that madrasah development efforts at MA Terpadu Tunas Cendekia are not only oriented towards meeting the administrative standards of the Community Empowerment Program (PKKM), but are also directed at building an adaptive, collaborative, and sustainable educational ecosystem within the framework of Islamic values.

b. Managerial Competence

Field observations and document reviews indicate that the managerial competency aspect of the madrasah principal at MA Terpadu Tunas Cendekia achieved the highest score in the PKKMM, namely 95 points (very good category). This achievement reflects the madrasah principal's effectiveness in carrying out educational management functions, including planning, implementation, supervision, and evaluation of programs in a systematic and data-driven manner.

The madrasah planning system is implemented through the EDM (Madrasah Self-Evaluation) and ERKAM (Madrasah Work Plan and Budget Evaluation), which have become integral parts of the annual quality management cycle. The madrasah principal directly leads the EDM completion process, together with the quality team and teachers, using the results of the PKG (Teacher Performance Assessment) and student learning outcome data as the basis for identifying development needs. Based on the EDM, the ERKAM is compiled, integrated with the priorities of internal and external quality improvement programs. This planning document was then verified and approved by the

madrasah supervisor, establishing MA Terpadu Tunas Cendekia as one of the institutions capable of implementing an evidence-based management system.

Interview findings indicate that the madrasah principal prioritizes the principles of transparency and collaboration in program management. Each teacher is involved in the development of the annual plan through quarterly coordination and reflection meetings. This participatory strategy has been shown to increase the effectiveness of program implementation and a sense of collective responsibility for achieving the institution's vision. This approach reflects the characteristics of transformational leadership, in which leaders strive to empower organizational members by fostering trust and professional autonomy (Argia & Ismail, 2013; Hui & Singh, 2020).

In terms of financial management, the madrasah principal demonstrated high efficiency in utilizing BOS (School Operational Assistance) and BPMU (Unit Quality Strengthening Assistance) funds. According to the 2023–2024 annual report, all funds were allocated proportionally to support priority programs: procurement of digital learning resources, teacher training based on 21st-century competencies, and improvement of classroom facilities. The madrasah's internal audit demonstrated strong accountability, with no findings of irregularities or late reporting. This management model strengthened the foundation's trust and served as an indicator of the institution's external quality improvement.

In addition to financial efficiency, the madrasah principal also implemented a data-driven monitoring and evaluation (M&E) system. Every madrasah activity was evaluated through a simple digital tool, Google Forms, and teacher reflection reports. The collected data served as the basis for decision-making at quarterly quality meetings. This step demonstrated the concrete application of Total Quality Management (TQM) principles in the educational context, namely data-driven decision-making and the involvement of all organizational members (Khurniawan et al., 2020; Shafqat, Mushtaq, Tahir, & Shaheen, 2021).

The madrasah principal's managerial effectiveness was also evident in her success in balancing administrative orientation with teacher professional development. Interviews revealed that the madrasah principal regularly provided guidance in the development of lesson plans (RPP), teaching modules, and digital learning media. These efforts directly contributed to improving teacher performance and achieving internal quality standards.

These findings align with a study by Ong, Ghani, Ismail, and Pei Pei (2021), which emphasized that the success of performance appraisals in secondary schools depends heavily on the principal's ability to integrate administrative evaluations with teacher professional development.

c. Entrepreneurship

The entrepreneurship component of the Madrasah Principal Performance Assessment (PKKM) at MA Terpadu Tunas Cendekia demonstrated strong results, with an average score of 88 points. Although slightly lower than the managerial and supervisory components, these results still demonstrate significant progress in developing the institution's economic innovation, teacher independence, and student entrepreneurship. Based on observations and interviews, the madrasah principal emphasized that entrepreneurship in madrasahs is not solely economic-oriented, but also serves as a means of developing character, responsibility, independence, and collective work *ukhuwah* (brotherhood) within an Islamic educational environment.

One notable innovation is the establishment of the Tunas Cendekia Integrated Islamic School Teachers' Cooperative and Foundation, which began operations in mid-2024. This cooperative serves not only as an internal savings and loan institution but also as a practical learning platform for teachers and education personnel to manage finances, record transactions, and develop productive businesses such as providing madrasah equipment and student consumables. Interviews with cooperative administrators indicate that a portion of the profits generated is reallocated to support learning activities and improve teacher welfare. This reflects an internalized entrepreneurial mindset at the institutional level, where economic practices are based on the principles of sustainability and shared prosperity.

In addition to the cooperative, the madrasah also promotes student entrepreneurship programs through Studentpreneur Week and the Student Creative Economy Project. In these activities, students are trained to produce, market, and manage simple products—such as snacks, handicrafts, and educational merchandise. The program is designed not only as business training but also as a means of strengthening soft skills such as communication, leadership, and social responsibility. Observations indicate increased student enthusiasm and teacher involvement as mentors in each project. Thus, entrepreneurial values have become part of the madrasah's learning culture.

Internally, an entrepreneurial spirit is also integrated into teacher resource development. The madrasah principal fosters a culture of intrapreneurship by providing teachers with space to innovate in creating digital teaching media, thematic modules, and marketable extracurricular activities. Some teachers have even successfully turned their creations into teaching products marketed through the school's digital platform. This strategy has been proven to increase teachers' sense of responsibility and professionalism, as they no longer act solely as implementers of learning but also as educational innovators. This finding

aligns with the view of Kholifah and Mulyana (2023), who argue that Islamic leadership oriented toward lifelong learning can foster a productive and independent organizational culture.

The entrepreneurial approach implemented at MA Terpadu Tunas Cendekia aligns with the principles of Total Quality Management (TQM) in education, where every member of the organization is encouraged to play an active role in creating added value for the institution (Khurniawan, Sailah, Muljono, Indriyanto, & Maarif, 2020). The madrasah principal not only creates an efficient managerial system but also inspires teachers and students to become subjects of change through productive and educational activities. This strategy creates a learning ecosystem that does not rely solely on government subsidies but rather relies on internal innovation and collaboration from the madrasah community.

From the documentation and reflections of the Community Service Program (PKKM), it can be concluded that the entrepreneurial aspect at MA Terpadu Tunas Cendekia plays a crucial role in supporting the quality of madrasah excellence. Cooperative innovation and student entrepreneurship are driving forces for the institution's independence and strengthening its spiritual-economic character based on Islamic values. Nevertheless, the madrasah principal recognizes the need to strengthen external networks and diversify products so that madrasah entrepreneurial activities can develop sustainably and be competitive in the digital economy era.

d. Academic Supervision

The academic supervision component of the Madrasah Principal Performance Assessment (PKKM) at MA Terpadu Tunas Cendekia received a score of 94 points, categorized as very good. This achievement reflects the madrasah principal's ability to provide systematic, planned, and sustainable professional development for teachers. Based on observations and documentation, supervision activities are carried out through several mechanisms: developing a supervision schedule, conducting classroom observations, and following up on teacher development results.

The madrasah principal establishes a supervision schedule twice each semester with a rotation pattern that ensures all teachers receive opportunities for development. The supervision process begins with a pre-observation meeting to agree on the focus of the observation, the instruments to be used, and the criteria for successful learning. Next, the madrasah principal conducts direct observations in the classroom using observation sheets based on indicators of the Teaching and Learning Process (PBM) and Teacher Pedagogical Competence. Observation results are then reflected upon with teachers through a post-

observation meeting, which focuses on constructive feedback and developing a follow-up plan.

Documentation findings indicate that the results of academic supervision serve as the basis for teacher professional development. Each teacher is required to develop a Follow-Up Action Plan (RTL) containing steps for improving learning, innovating teaching media, and self-reflecting on the teaching process. The principal follows up on the RTL through individual guidance and collective forums such as the Teacher Inspirational Class and the Internal Lesson Study Workshop. This process illustrates the application of the principle of mentoring-based supervision, where the coaching relationship is participatory and collaborative, rather than merely administrative oversight (Lisbinantin, 2020; Susanti, 2023).

Interviews with several teachers indicate that the principal's supervisory practices create an open and respectful work environment. Teachers feel more motivated to innovate in their learning because the feedback provided is constructive and based on reflection, rather than on pressured assessments. This approach aligns with the transformational leadership paradigm, which emphasizes the importance of intrinsic motivation and human resource empowerment as key factors in improving performance (Argia & Ismail, 2013). In the context of Islamic education, this approach also aligns with the values of *ta'dib* (teaching and guidance), where the madrasah principal acts as a *murabbi* (moral guide and facilitator of teachers' intellectual development) (Hidarya, Mudrikah, & Sauri, 2020).

Empirically, academic supervision activities have a significant impact on improving teacher professionalism. Reflections on the 2024 Community Service Program (PKKM) indicate an increase in teachers' abilities in developing learning materials based on the Independent Curriculum, using interactive digital media, and implementing collaborative learning methods. Supervision results also encourage increased teacher participation in the Teacher Professional Education (PPG) and Teacher Leadership programs. This fact confirms the findings of FITRIATI, Istaryatiningtias, and Suprpto (2021) that the quality of principal supervision is positively correlated with improvements in teacher pedagogical competence and professional performance.

From a quality management perspective, supervision practices at MA Terpadu Tunas Cendekia reflect the principles of continuous improvement in Total Quality Management (TQM). Madrasah principals not only assess teacher performance but also integrate supervision results into the annual quality planning cycle through quarterly evaluation meetings and updates to the EDM-ERKAM document. This process ensures that supervision results directly

contribute to improving learning quality, rather than remaining merely administrative. Thus, academic supervision serves as a bridge between individual performance assessments and holistic institutional quality strengthening strategies (Khurniawan, Sailah, Muljono, Indriyanto, & Maarif, 2020).

3. Integration of PKKMs Results into Madrasah Quality Strengthening

The results of the Madrasah Principal Performance Assessment (PKKM) at MA Terpadu Tunas Cendekia demonstrate a close relationship between improving madrasah principal performance and strengthening the overall quality of the institution. Based on triangulation of observational data, interviews, and documentation, the four main components of PKKM—madrasah development, managerial skills, entrepreneurship, and academic supervision—contribute directly to the three dimensions of madrasah quality: internal quality, external quality, and quality excellence.

In terms of internal quality, the most significant improvements were seen in teacher discipline, active student participation, and learning innovation. Following the implementation of the 2023–2024 Community Service Program (PKKM), teacher attendance rates consistently increased, and each teacher was required to develop digital lesson plans based on the Independent Curriculum. The madrasah principal routinely monitors and coaches learning through weekly teacher reflection forums. Learning innovations are also fostered through the use of interactive digital media and peer-learning activities. Interviews indicate that teachers feel more motivated because the madrasah principal's performance appraisal system is perceived as fair, transparent, and focused on coaching, rather than simply monitoring. This strengthens a culture of professionalism and collaboration within the madrasah, as emphasized in transformational leadership theory (Argia & Ismail, 2013; Hui & Singh, 2020).

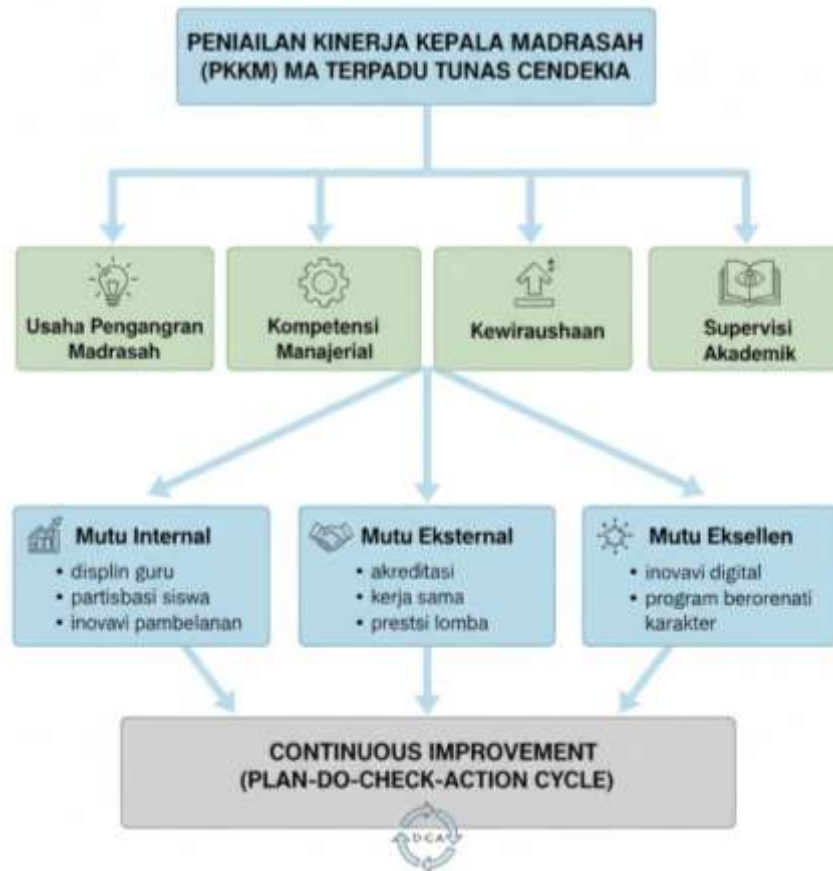
Meanwhile, external quality has significantly improved through the madrasah's success in maintaining its A (Excellent) accreditation in 2024 and establishing various forms of collaboration with government agencies and external partners. Collaboration with NASA through the "Observe the Moon Night" program, participation in the National Science Olympiad, and the Ministry of Religious Affairs' Inspirational Teacher program, which won a district-level championship, are indicators of the madrasah's strengthening image and reputation at the national and international levels. This improvement in external quality demonstrates the madrasah principal's ability to build strategic networks and manage institutional relationships to support the vision of superior education (Rachman Pranajati & Mufid, 2022; Suparmi, Pribadiyono, & Suwitho, 2023).

Excellent quality—as the highest form of madrasah quality culture—is realized through the integration of digital technology and the strengthening of Islamic character in every aspect of learning. Madrasahs have implemented a simple digital administration system based on Google Workspace for attendance, documentation, and activity reporting. Teachers are also trained to create video-based learning content and e-modules. Furthermore, the P5PPRA (Student Profile for Rahmatan lil 'Alamin) program strengthens students' religious, empathetic, and adaptive character. This combination of digital literacy and spiritual values reflects madrasah leadership practices oriented toward innovation and the *maqāṣid al-syarī'ah* (the goals of Islamic education), namely the formation of knowledgeable and moral individuals.

Interviews with madrasah principals indicate that all PKKMs findings are used as a basis for continuous improvement. After each assessment cycle, the madrasah principal holds a quality reflection meeting attended by the quality assurance team, teachers, and student representatives. Any weaknesses identified, such as limited facilities or imbalanced teacher workloads, are followed up with specific and measurable action plans. This process illustrates the application of the Plan–Do–Check–Action (PDCA) principle in Total Quality Management (TQM), where PKKM data serves as the basis for decision-making for the next quality cycle (Khurniawan, Sailah, Muljono, Indriyanto, & Maarif, 2020; Ikhsan, Salim, & Tasya, 2023).

Furthermore, the madrasah principal implements a feedback loop in the form of internal teacher and student satisfaction surveys to validate the effectiveness of the implemented quality policies. These survey findings are then converted into policy recommendations in the following year's EDM-ERKAM document. This reflection and data-based work pattern strengthens a quality culture that does not only depend on personal leadership, but also on a management system based on participation and accountability.

Figure 1. Relationship between PKKM Components and Madrasah Quality Dimensions



The four components of the Community Empowerment Program (PKKM) (development, managerial, entrepreneurship, and supervision) serve as the driving force of quality in madrasahs. Each component contributes to a different but interconnected dimension of quality: Madrasah development strengthens internal quality through learning innovation and teacher-student participation. Managerial competency strengthens external quality through accreditation and collaboration.

Entrepreneurship and academic supervision play a role in shaping quality excellence, namely digital innovation, a reflective culture, and character development. The overall results are integrated into the PDCA (Plan-Do-Check-Action) cycle to ensure continuous quality improvement.

4. SWOT Analysis of MA Terpadu Tunas Cendekia

A SWOT analysis was conducted to understand the strategic position of MA Terpadu Tunas Cendekia in the context of continuous quality development. Based on observations, interviews with the madrasah principal, and a review of PKKM documents, four main dimensions were identified, representing the institution's strengths, weaknesses, opportunities, and threats.

a. Strengths

The main strength of MA Terpadu Tunas Cendekia lies in its young, collaborative, and tech-savvy leadership. The principal and his team are young educators with strong academic and digital literacy backgrounds, enabling them to adapt easily to technology-based educational transformations. This collaborative leadership approach creates an open and synergistic work culture among teachers, students, and the foundation. This strength strengthens the learning organization culture, where each individual is encouraged to innovate and share best practices (Subandi, Thoyib, Fauzan, & Jaenullah, 2021).

Furthermore, a lean management structure makes decision-making faster and more efficient, enabling the school to adapt responsively to national education policies and local needs.

b. Weaknesses

Despite its significant potential, MA Terpadu Tunas Cendekia still faces challenges in terms of student numbers and limited infrastructure. According to the 2024 Community Empowerment Program (PKKM) report, the capacity of classrooms and supporting facilities is not yet fully adequate to support the annual growth in student numbers. Several laboratories and skills rooms still need to be upgraded to meet the latest accreditation standards. This limitation also has implications for optimizing the implementation of entrepreneurship programs and the development of digital learning. This finding is consistent with the research of Rumeli and Md Rami (2023), which showed that infrastructure readiness is a determining factor in the success of educational innovation in the Industrial Revolution 4.0 era.

c. Opportunities

In terms of opportunities, madrasas have significant potential to develop academic achievement at the national and ASEAN regional levels. Strong support from foundations provides significant social capital in expanding collaborative networks with other educational institutions, both domestically and internationally. Programs such as Inspirational Teachers, Studentpreneur Hub, and Digital Madrasah Collaboration are potential avenues for building the reputation of madrasas as globally competitive. Furthermore, government policies through the Directorate of Madrasah KSKK (School Supervisory Agency for Madrasahs) and the Madrasah Reform program also provide opportunities for obtaining quality improvement assistance based on the performance of madrasa principals. Thus, these external opportunities can be optimized through strategies to strengthen internal quality management and innovate flagship programs (Shelina & Panjaitan, 2023).

d. Threats

The threats faced by madrasas stem from the high level of competition between madrasas in the Cirebon region, particularly with the emergence of new, superior madrasas with more comprehensive facilities and greater financial support. This situation requires MA Terpadu Tunas Cendekia to continuously strengthen program differentiation and competitive advantage values based on Islamic character and independence. Another threat is the rapidly changing dynamics of national education policy, which can impact the stability of medium-term program planning. Therefore, management flexibility and the ability to adapt to policy changes are strategic requirements for madrasas to remain relevant and competitive (Perdana & Bungai, 2020).

Table 2. Summary of SWOT Analysis of MA Terpadu Tunas Cendekia

Aspect	Description	Strategic Implications
Strengths	Young, collaborative, and tech-savvy leadership.	Strengthening innovation, digital communication, and an adaptive organizational culture.
Weaknesses	Limited student population and infrastructure.	Requires a student recruitment strategy and gradual facility investment.
Opportunities	Opportunities for national-ASEAN achievements, foundation support, and madrasah reform programs.	Can expand collaborative networks and enhance external reputation.
Threats	Inter-madrasah competition and changes in education policy.	Managerial flexibility and strengthening the institution's distinctive character are required.

Based on the SWOT analysis, the development strategy for MA Terpadu Tunas Cendekia is directed at an aggressive–progressive approach (S–O Strategy), namely optimizing internal strengths to capitalize on external opportunities. The madrasah principal designed an integrative strategy by expanding the educational partnership network, increasing teacher capacity through digital training, and strengthening the madrasah's branding based on innovation and spirituality. Furthermore, a W–O (turnaround) strategy was also implemented to address weaknesses through foundation support, particularly in the procurement of learning facilities and diversifying funding sources. Thus, the results of the SWOT analysis not only serve as a snapshot of the institution's condition but also serve as the basis for developing the PKKMM Follow-Up Action Plan (RTL) and Madrasah Self-Evaluation (EDM) for the following year. This strategic approach demonstrates that MA Terpadu Tunas Cendekia has

integrated performance evaluation instruments with quality management and visionary leadership that are adaptive to global change.

5. Follow-Up Action Plan (RTL) for PKKM Results

Based on the results of the Madrasah Principal Performance Assessment (PKKM) for the 2023–2025 academic year, MA Terpadu Tunas Cendekia has prepared a Follow-Up Action Plan (RTL) as part of the continuous improvement cycle for the 2025/2026 academic year. This RTL was developed through an annual quality reflection forum involving the madrasah principal, the quality assurance team, teachers, education staff, and representatives from the foundation. All previous PKKM recommendations serve as a reference for formulating strategic steps to continuously improve the institution's quality.

a. Concrete Quality Enhancement Program for 2025/2026

The Madrasah targets a 15–20% increase in new student enrollment through digital branding strategies and strengthening its academic reputation. The Madrasah principal initiated the "Excellent, Character-Based, and Innovative Madrasah" campaign through social media, local news portals, and alumni networks. Furthermore, Open House activities and the P5PPRA Fair will serve as a means of promoting Islamic values and the excellence of the Madrasah's programs. This initiative is expected to expand student enrollment and strengthen the Madrasah's external image as a superior, character-based educational institution.

Based on the PKKM results, improving learning facilities is a top priority. In 2025/2026, the Madrasah plans to build a Multimedia Laboratory and Digital Learning Studio with support from the foundation and funds from BPMU. Furthermore, a skills room and studentpreneur corner will be developed to support student entrepreneurship learning. This phased development approach ensures that infrastructure strengthening runs parallel to human resource capacity development and the effective use of facilities.

In terms of organizational culture, the madrasah principal emphasized the importance of internalizing Quality Mindset values across all elements of the madrasah. Each teacher is required to participate in peer mentoring sessions at least twice per semester to share best learning practices. Furthermore, the madrasah will launch the "Tunas Cendekia Quality Week" program, an annual forum to showcase teacher and student innovations in digital literacy, small-scale research, and character education. This program is expected to foster collective awareness that quality is not a result, but a continuous process that must be maintained daily (Khurniawan, Sailah, Muljono, Indriyanto, & Maarif, 2020).

b. Madrasah Principal's Reflection on the PKKM Recommendations

Interviews indicated that the madrasah principal views PKKM not as a supervisory instrument, but rather as a tool for institutional reflection and learning. He emphasized that the 2023–2025 PKKM results have opened up space for honest and objective evaluation of leadership, administration, and quality management performance. In his reflection, the madrasah principal stated:

"PKKM for us is not just an assessment, but a mirror. From that mirror, we learn to openly see our strengths and weaknesses, so that every teacher and madrasah administrator can grow together in a spirit of continuous improvement."

This statement illustrates a transformational and reflective leadership style, where evaluation serves as the basis for organizational learning. This approach aligns with the learning organization theory proposed by Argyris and Schön (1996), which states that a healthy educational institution is one capable of learning from its own evaluation results to adapt and innovate.

The principal's reflection also demonstrates an awareness that sustainable quality requires a balance between systems and spirituality. He emphasized the importance of embracing Islamic values—such as honesty, responsibility, and trustworthiness—as the core of the madrasah's quality culture. Therefore, quality improvement at MA Terpadu Tunas Cendekia is not solely oriented toward accreditation or achievement, but also toward the formation of a perfect human being who is knowledgeable, faithful, and has noble character.

B. Discussion

1. Interpretation of PKKM Results from an Educational Leadership Perspective

The research results show that PKKM achievements at MA Terpadu Tunas Cendekia consistently rank in the excellent category across four main components, particularly managerial and academic supervision. This finding indicates that the success of institutional quality improvement is closely related to the effectiveness of the madrasah's leadership. In this context, the madrasah principal's role is not merely that of an administrator, but rather a transformational leader capable of inspiring, motivating, and empowering all madrasah members toward positive and sustainable change.

According to Transformational Leadership theory, effective leadership is characterized by four main dimensions: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration (Argia & Ismail, 2013). These four dimensions are reflected in the leadership practices of the principal of MA Terpadu Tunas Cendekia.

- a. Idealized influence is evident in the principal's moral example, instilling integrity and commitment to Islamic values in every policy.
- b. Inspirational motivation is evident in his efforts to build a shared vision of "A Madrasah with Excellent Character and Rahmatan lil 'Alamin" (a blessing for the universe), which is internalized in all academic and non-academic activities.
- c. Intellectual stimulation is realized through providing innovative space for teachers to develop digital learning media and creative teaching methods.
- d. Individualized consideration is evident in the principal's personal approach to mentoring teachers based on their individual needs and potential.

Within this framework, the madrasah principal functions as an agent of change, facilitating a shift in organizational culture from an administrative orientation to a reflective quality culture. Transformational leadership emphasizes not only performance oversight but also fosters internal awareness among teachers that quality is a collective responsibility. This approach has proven effective in creating a learning organization, where teachers learn from each other through peer mentoring and reflection on good practices.

Furthermore, research shows that the successful implementation of the Community Empowerment Program (PKKM) is also significantly influenced by the Instructional Leadership dimension. Hui and Singh (2020) emphasize that effective principals focus on three main functions: defining the school mission, managing the instructional program, and promoting a positive learning climate. Practices at MA Terpadu Tunas Cendekia demonstrate alignment with these three functions. The madrasah principal actively formulates the vision and quality targets with the team, oversees the implementation of learning through regular academic supervision, and creates a collaborative work climate that fosters a sense of ownership of the institution.

The instructional leadership approach is also reflected in the madrasah principal's policy to ensure that each teacher possesses a balance of pedagogical competence, digital literacy, and professional spirituality. The reflection process on the PKKM results serves as the basis for developing teacher training programs, such as Lesson Study, In-House Training (IHT), and Tunas Cendekia Quality Week. Thus, the leadership of the madrasah principal focuses not only on performance evaluation results but also on human capital development as a key pillar of educational quality.

This combination of Transformational Leadership and Instructional Leadership explains why MA Terpadu Tunas Cendekia was able to achieve a superior accreditation level and a strong culture of quality. The madrasah principal plays a dual role: as a visionary leader who inspires change, and as an

instructional leader who ensures the learning process is effective, measurable, and adheres to Islamic values. Therefore, PKKMM is not merely an administrative instrument, but a reflective vehicle for strengthening the role of the madrasah principal as a driver of transformation in the quality of Islamic education.

2. PKKMM as an Instrument for Strengthening the Quality of Islamic Educational Institutions

This research confirms that the Madrasah Principal Performance Assessment (PKKMM) serves a function far beyond being merely an administrative instrument. In the context of the Tunas Cendekia Integrated Islamic High School (MA Terpadu Tunas Cendekia), the Community Empowerment Program (PKKMM) has been implemented as a strategic mechanism for strengthening the quality of Islamic educational institutions, integrating planning, implementation, and performance reflection within a continuous quality improvement cycle.

Theoretically, PKKMM is rooted in the principle of performance-based evaluation, where assessments are used not only to measure the performance of the madrasah principal but also to identify development potential and the direction of institutional strategy. Through four main components of madrasah development—managerial competence, entrepreneurship, and academic supervision—PKKMM serves as both a control mechanism and a learning mechanism for madrasah principals. The evaluation results are not limited to administrative reporting but are processed into the basis for developing a Follow-Up Plan (RTL) and Madrasah Self-Evaluation (EDM) that are more contextualized to the institution's needs.

This research finding is consistent with the study by Rachman Pranajati and Mufid (2022), which emphasized the urgency of PKKMM in improving the quality of elementary madrasah education. They found that PKKMM is effective when used as a tool for reflection and strategic decision-making, not simply as a complement to accreditation. At MA Terpadu Tunas Cendekia, this principle is concretely implemented through a post-PKKM reflection forum, where assessment results are used as a basis for identifying the institution's strengths, weaknesses, opportunities, and threats. This reflective process demonstrates a strong institutional awareness of the importance of a participatory quality culture.

A study by FITRIATI, Istaryatiningtias, and Suprpto (2021) also highlighted the role of the principal in utilizing evaluation and supervision as a means of teacher professional development. In this context, the PKKMM results at MA Terpadu Tunas Cendekia demonstrate a similar practice: the principal does not use assessment as a form of hierarchical control, but rather as a mentoring approach. Teachers are encouraged to conduct self-assessments and reflect on

their learning through Lesson Study and Peer Mentoring forums. This humanistic approach reinforces the values of tarbiyah (training-based education) that are characteristic of Islamic education.

Furthermore, Suparmi, Pribadiyono, and Suwitho (2023) in their research on the Performance Appraisal Model of Integrated School Principals emphasized that principal performance assessment integrated with the quality system can improve institutional effectiveness in an era of educational disruption. MA Terpadu Tunas Cendekia reflects a similar model, where the PKK (Community Based Learning) does not stand alone but is directly linked to the madrasah's strategic planning documents such as the EDM (Educational Development Planning), ERKAM (Educational Work Plan), and accreditation reports. This integration makes PKK a bridge between government policy and quality implementation at the educational unit level.

Comparison with other madrasah contexts shows that MA Terpadu Tunas Cendekia's strength lies in its data-driven implementation of PKK and collaborative reflection. While several other madrasahs in Rachman Pranajati & Mufid's (2022) study still implement PKK in a normative manner, limited to fulfilling reporting obligations, MA Terpadu Tunas Cendekia has developed PKK as an integral part of its organizational culture. The madrasah principal uses evaluation results to drive innovation, strengthen teacher commitment, and instill quality awareness throughout the institution.

Thus, the Community Empowerment Program (PKK) in the context of MA Terpadu Tunas Cendekia is no longer merely an assessment tool but has evolved into a strategic quality instrument that drives the transformation of Islamic educational institutions. This pattern aligns with the Total Quality Management (TQM) paradigm in the education sector (Khurniawan et al., 2020), where evaluation does not stop at measurement but continues with continuous improvement through the Plan-Do-Check-Action (PDCA) cycle.

Therefore, the results of this study confirm that the success of strengthening madrasah quality depends not only on the government's PKK policy design, but also on the extent to which madrasah principals are able to internalize PKK as a culture of reflection and innovation in Islamic educational leadership. The practices implemented at MA Terpadu Tunas Cendekia can serve as an empirical model for other madrasahs seeking to make PKK a key driver of a quality culture and transformative leadership based on spiritual values.

3. Integration of PKK and Total Quality Management (TQM) Principles

The research results show that the implementation of the Madrasah Principal Performance Assessment (PKK) at MA Terpadu Tunas Cendekia strongly aligns with Total Quality Management (TQM) principles in educational

management. TQM principles, as explained by Khurniawan, Sailah, Muljono, Indriyanto, and Maarif (2020), emphasize the importance of involving all elements of the organization, A focus on customer satisfaction (in the educational context, meaning students, parents, and the community) and an orientation toward continuous improvement. Field findings demonstrate that madrasah principals are able to implement this systemic approach through data-driven program management, reflection, and collaboration, making the PKKMM not merely an individual performance measurement tool but also a comprehensive institutional quality driver.

The application of the principle of continuous improvement is evident in the madrasah principals' consistency in implementing the PDCA (Plan-Do-Check-Action) cycle. The Plan phase is realized through the development of the Madrasah Self-Evaluation (EDM) and the Madrasah Work Plan and Budget Evaluation (ERKAM), which are based on the results of previous PKKMM evaluations. In the Do phase, madrasah principals implement various development programs such as teacher training, digital competency improvement, and regular academic supervision activities. The Check phase is then carried out through quarterly quality meetings, classroom observations, and analysis of teacher performance achievements, where all results are openly evaluated with the quality assurance team. Finally, the Action phase involves developing a Follow-Up Action Plan (RTL) to address weaknesses and strengthen the quality improvement strategy for the following year. This pattern demonstrates that the madrasah has established a quality management system oriented toward a continuous improvement cycle, rather than solely focused on administrative reporting.

Empirical evidence of the implementation of TQM principles is also evident in the integrated quality monitoring and planning activities between the madrasah principal, teachers, and the foundation. The madrasah principal plays an active role in ensuring that all teaching, development, and financial management activities comply with established quality standards. For example, academic supervision results are used as the basis for decision-making regarding the allocation of BOS and BPMU funds for teacher capacity building activities, while attendance data and learning reflections serve as internal quality indicators. This pattern reflects the practice of data-driven decision-making as proposed by Ikhsan, Salim, and Tasya (2023), who emphasize that quality-based educational institutions must utilize performance data as a benchmark for innovation and managerial efficiency.

In addition to procedural aspects, the implementation of TQM at MA Terpadu Tunas Cendekia is also supported by spiritual values and Islamic work

ethics. The madrasah principal instills the principles of itqan (professionalism and thoroughness in work) and amanah (moral responsibility for educational quality) as the foundation of the institution's quality culture. This approach enriches the generally technocratic concept of TQM, making it more holistic and contextual, reflecting the character of Islamic education. By integrating spiritual values and a modern management system, the madrasah principal successfully strikes a balance between organizational efficiency and strengthening the character of educators.

Thus, it can be concluded that the integration of Community Empowerment Program (PKKM) and TQM at MA Terpadu Tunas Cendekia creates a leadership model based on reflection, participation, and sustainability. PKKM serves as a catalyst that ignites a culture of continuous improvement, while TQM principles serve as a framework that ensures the entire educational process is systematic, measurable, and oriented towards superior quality. The combination of the two makes this madrasah a concrete example of how Islamic educational institutions can transform into professional learning organizations that are both highly spiritual and valuable.

4. Dimensions of Spirituality and Islamic Leadership

The leadership of the madrasah principal at MA Terpadu Tunas Cendekia not only demonstrates managerial and professional capacity but also reflects a strong spiritual dimension and Islamic values. In the context of Islamic education, leadership cannot be separated from moral and spiritual aspects, as its primary orientation is to produce individuals who are knowledgeable, virtuous, and beneficial to society. The research results show that all madrasah principals' policies and actions are rooted in the principles of amanah (moral responsibility), itqan (diligence and sincerity in work), shura (deliberation), and ihsan (excellence in good deeds). These values form the basis of work ethics and decision-making patterns in madrasahs, which are oriented not only toward achieving administrative targets but also toward the blessings of work results and a balance between this world and the hereafter.

In practice, the amanah value is evident in the madrasah principals' commitment to transparency and accountability throughout the management process. Every policy, whether related to fund management, performance evaluation, or program development, is implemented based on the principles of openness and collective responsibility. Meanwhile, the value of itqan is reflected in the madrasah principal's diligence in ensuring that every activity runs according to quality standards, from planning and supervision to follow-up on PKKM results. The value of shura is realized through a vibrant culture of deliberation in every decision-making process, where teachers and the quality

team are given space to actively participate in presenting ideas and solutions. Meanwhile, the value of *ihsan* is embodied in the madrasah principal's encouragement to all members of the madrasah to always work with the intention of worship and a spirit of excellence, not merely to meet administrative targets.

This concept aligns with the Islamic Leadership perspective put forward by Kholifah and Mulyana (2023), who argue that Islamic leadership is rooted in three main dimensions: spirituality (relationship with God), morality (relationship with fellow human beings), and professionalism (relationship with work mandates). A good leader is not only able to direct the organization toward worldly goals but also maintains moral integrity and divine values in every decision. In the context of MA Terpadu Tunas Cendekia, the madrasah principal integrates these spiritual values into quality management, so that each program has a deeper moral meaning—for example, teacher supervision activities are interpreted not only as performance assessments but also as a process of *tarbiyah* (spiritual and character education).

Furthermore, the madrasah principal's leadership practices align with the concept of pesantren-based transformational leadership proposed by Subandi, Thoyib, Fauzan, and Jaenullah (2021). This type of leadership positions the madrasah principal as *murabbi* (spiritual educator) and *mudabbir* (strategic manager), acting not only as an administrator but also as a moral guide. This approach has proven effective in strengthening institutional accountability because every leadership action is viewed as an act of worship and a form of accountability to Allah SWT. Thus, the system of supervision, evaluation, and quality improvement in madrasahs is governed not only by external regulations (Ministry of Religious Affairs regulations) but also by the inner control (spiritual self-regulation) instilled in the madrasah leaders and community.

This spiritual dimension has a direct impact on the quality culture at MA Terpadu Tunas Cendekia. This quality culture is not built through pressure or coercion, but rather grows naturally from a spiritual awareness that good work is part of worship. Teachers and staff view discipline, punctuality, and administrative honesty as forms of good deeds in carrying out their profession. Therefore, quality at this madrasah is measured not only by formal performance indicators such as accreditation or academic achievement, but also by moral indicators such as commitment, sincere work, and a spirit of togetherness.

Thus, Islamic leadership at MA Terpadu Tunas Cendekia demonstrates a holistic leadership model—combining spirituality, professionalism, and innovation. The madrasah principal acts as a driver of values and an instigator of change, fostering the belief that true quality is the fruit of sincerity and

integrity. The integration of religious values into the quality management system is a key distinguishing feature of Islamic-based madrasahs compared to general educational institutions, making the Community Empowerment Program (PKKM) not merely a technical evaluation mechanism but an instrument for developing moral leadership oriented toward blessings.

5. Leadership Strategy and Quality Enhancement through SWOT Analysis

The SWOT analysis results indicate that MA Terpadu Tunas Cendekia has significant potential to grow into a leading madrasah based on values and innovation. In the context of educational leadership, a SWOT analysis is not simply a tool for mapping internal and external conditions, but rather a reflective instrument for developing data- and values-based development strategies. These findings demonstrate that the madrasah principal applies a dynamic strategic management approach—the ability to convert weaknesses into strengths and threats into development opportunities—in line with the concept proposed by Shelina and Panjaitan (2023) regarding the importance of synergy between strategic management and operational management in modern educational institutions.

MA Terpadu Tunas Cendekia's primary strength lies in its young, collaborative, and visionary leadership, supported by high digital literacy. The madrasah principal has been able to leverage this potential to initiate innovative programs such as the Digital Learning Hub, P5PPRA, and Studentpreneur Corner. This strategy strengthens the madrasah's image as a progressive institution without abandoning its Islamic identity. In the context of strategic management, the madrasah principal positions human resources as the primary driving force, not merely policy implementers. He built a collaborative culture where every teacher and staff member was involved in the planning and quality evaluation process. This aligns with the principle of participatory strategic management, which emphasizes that an institution's success is greatly influenced by the level of involvement and commitment of its members to a shared vision.

Internal weaknesses, such as limited student numbers and infrastructure, were not met defensively but instead became the starting point for innovation. The madrasah principal, for example, responded to limited learning space by developing a blended learning system and utilizing multifunctional spaces for academic and entrepreneurial activities. This approach demonstrates an adaptive strategy—the ability to transform challenges into opportunities through innovation and resource efficiency. In strategic leadership theory, this is known as a turnaround strategy, where leaders overcome structural constraints by creating new advantages from limited conditions. This adaptive strategy enabled

the madrasah to maintain quality stability while continuing to grow in the competitive environment of Cirebon Regency.

Externally, ample opportunities, such as foundation support, collaborative networks, and potential achievements at the ASEAN level, were utilized in a targeted manner through the Strength-Opportunity (S-O) strategy. The madrasah principal expanded partnerships with national Islamic educational institutions and universities for teacher exchange programs and research collaboration. This synergy not only increases the madrasa's exposure but also enriches teachers' professional capacity in research and learning technology. In other words, the madrasa principal acts as a strategic broker, bridging the madrasa's local vision with global opportunities for Islamic education.

Meanwhile, external threats, such as increasing competition between madrasas in the Cirebon region, are responded to with a differentiation strategy. The madrasa principal builds a distinctive institutional image through the integration of character, technology, and spirituality – a value proposition that distinguishes MA Terpadu Tunas Cendekia from other madrasas. This approach reflects vision-driven leadership, where strategy is not solely determined by educational market conditions, but by the values and identity it seeks to uphold.

Overall, the madrasa principal's leadership practices illustrate a strategic-adaptive leadership model, which balances the firmness of vision with flexibility in implementation. This strategy ensures that any policy changes or operational challenges are addressed with relevant, participatory, and spiritually valuable innovations. Through a reflective approach to the PKKMM results and a SWOT analysis, the madrasah principal successfully established a quality management cycle aligned with Total Quality Management (TQM) principles and Islamic Leadership values. This strategy not only strengthened the institution's regional competitiveness but also established a model for modern Islamic leadership practices based on values, innovation, and sustainability.

CONCLUSION

This study confirms that the Madrasah Principal Performance Assessment (PKKM) at the Tunas Cendekia Integrated Islamic High School in Cirebon Regency plays a strategic role as an instrument for driving sustainable Islamic education quality. The study results indicate that the implementation of PKKM serves not only as an administrative evaluation tool but has evolved into an institutional learning mechanism that fosters a reflective, collaborative, and innovative culture within the madrasah.

Empirically, the implementation of PKKM reflects the application of transformational and instructional leadership principles. The madrasah principal

acts as an agent of change, inspiring a change in the quality culture, fostering collective spirit, and empowering teachers through academic supervision and ongoing professional development. This values-based and collaborative leadership has proven effective in improving teacher performance, strengthening student participation, and creating a productive and harmonious work climate.

From a quality management perspective, the madrasah principal's practices demonstrate alignment with Total Quality Management (TQM) principles, particularly in the aspect of continuous improvement (PDCA). The planning, implementation, evaluation, and follow-up processes are conducted systematically and data-driven. The results of the PKKM serve as the basis for the preparation of the Madrasah Self-Evaluation (EDM) and Follow-Up Action Plan (RTL), which ensure the continuity of the quality improvement cycle throughout each academic year. The integration of PKKM and TQM makes MA Terpadu Tunas Cendekia a concrete example of an educational institution capable of translating national regulations into contextual and applicable quality improvement practices.

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