

Situational Leadership of Madrasah Aliyah's Head in Efforts to Improve Madrasah Quality in Bekasi City

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ABSTRACT

Situational Leadership of Madrasah Aliyah Heads in Efforts to Improve Madrasa Quality in Bekasi City, a number of obstacles in improving the quality of madrasahs become a problem for madrasah heads by applying several leadership styles so that they still encounter similar problems. The purpose of this study is to study and describe the leadership of telling, selling, participating, and delegating as well as the problems and solutions to the Madrasah Head's situational leadership in an effort to improve the quality of madrasahs. Based on the holy book of the Koran, leadership has been listed in QS Al-Baqarah verse 30 regarding the instructions of the caliph on earth. Basically, leadership refers to the philosophy of constructivism which emphasizes that knowledge is our own formation or construction, which underlies this theory is Blanchard's leadership theory and Edward Sallis's quality theory.

This research uses qualitative approach with case study method. Qualitative research is research that is used to examine the condition of the objects of nature, where the researcher is the key instrument (Sugiyono, 2005). The population of this research is 3 Madrasah Aliyah MA Al-Barokah, MA Sirojul Munir, and MA Khairul Bariyyah in the city of Bekasi, where the sample in this research is the Head of the Madrasah Schools, teachers and lecturers. Data collection in this study using the theory put forward by Minichiello with the technique of "In-Depth Interviewing" (IDI); in-depth interview, observation, documentation photos, and documentary studies. Data collection techniques using triangulation with interviews, observation, and study documentation.

Triangulation of data sources conducted in the study included the Principal of Madrasah Aliyah from of Bekasi City, teachers, and education staff. The findings are an increase in the quality of madrasahs because of the role of the madrasah head situational leadership. Madrasah principals from the three Aliyah Madrasah in Bekasi City show different situational leadership based on assignments caused by the competencies and commitments of subordinates namely teachers and staff as a result of the rapid development of knowledge, technology, and information. The Madrasah Head in applying appropriate situational leadership needs to understand the level of growth and maturity of subordinates in order to provide treatment so that subordinates have high ability and commitment.

Keywords: Madrasah Head, Situational Leadership, Madrasah Quality

INTRODUCTION

The leader is a figure who is needed in every organization including also in the field of Islamic Education in particular. Leaders in Islamic Education are very necessary in order to lead human beings to live both in a state of peace or war, and prepare to face the society with all the good and evil, sweet and bitter (Romli, 2012).

The role of the leader in Islamic Education, especially at the Madrasah Aliyah occupied by a Head of Madrasah which have the aim that potential learners can develop so that it becomes a man of faith and piety to God Almighty, noble, healthy, knowledgeable, skilled, creative,

independent and become citizens of a democratic and responsible. Allah has affirmed and declared that those who believe and have science position will be lifted up a couple of degrees contained in His word in the qur'an Surat Al-Mujadilah verse 11.

Leadership can be defined as activities to influence the people who are directed towards the achievement of organizational goals (Mulyasa, 2011). The role of the Head of the Madrasah effective constant do three main things, namely to empower the human resources, establish relationships with public schools, and focuses on long-term goals with attention to all existing resources (Kirui, 2012). The head of school in the perspective of management should perform the function of supervision over the school (Ditjenpendis, 2007). The head of school in accordance with Permendiknas No. 13 of 2007 must fulfill two aspects, namely qualification and competence. Competence consists of personal competence, managerial, entrepreneurial, supervision, and social.

In running a leadership each individual has a different style. One leadership style that is known is situational leadership style (Situational leadership). The head of the Madrasah can learn to be flexible in leading subordinates. One way is to identify and understand the level of development of subordinates different in the work environment and leadership style in accordance with the situation at hand. The role and responsibilities of the Head of the Madrasah professional dalam a new paradigm of education will have a positive impact and change that is fundamental in the renewal of the education system in schools (Mulyasa, 2011). The impact among others on the effectiveness of education, the school's leadership is strong, management of personnel effective, quality culture, team work smart, independent, participatory, and dynamic and has a willingness to change and evolve. The role and responsibility of the Head of the Madrasah also, among others, as a manager, motivator, innovator,

supervisor, and trustees, development of the school.

The phenomenon of weakness of the leadership of the head of the madrasah in managing Islamic education to be a failure in the application of management of Islamic education known as school-based management, where functions in school-based management is not effective (Mulyasa, 2011). This is because until recently indeed there has been no format that is definitely about the management of autonomous schools that are contextually appropriate for each school.

The head of the Madrasah as the implementation unit of formal education leading still seem rigid and less innovative in carrying out its role to participate as well as strive to increase the quality of education. The quality of madrasah needs to be improved along with the quality of the leadership of the head of the madrasah. The problems in Madrasah Aliyah in Bekasi consist of several aspects including curriculum, student affairs, facilities and infrastructure. Problems more like the quality of graduates, quality of teachers is still low, and wrong grasp of the subject matter, the input is low, the lack of funds and adequate or adequate but not smooth, the curriculum used is not relevant to the needs and the load is too heavy, the orientation of the curriculum is not clear, in the teaching-learning process, students to the curriculum not the curriculum to the students, so what happens is the load is too heavy, the achievement of targets and coercion, the weak management of education, educational success is only measured cognitive, while the affective and psychomotor domains have received less attention, the title being a demand rule, while quality received less attention (Ahid, 2010).

The head of the Madrasah responsible to perform a variety of efforts that are more intensive and ekstensifsesuai with indicators of situational leadership the Head of Madrasah Aliyah that is related to telling, selling, participating, and delegating

in running the leadership of Madrasah Aliyah in order to develop the quality of madrasah becomes a better and purposeful.

LITERATURE REVIEW

The theory of situational leadership used by the researchers of Hersey and Blanchard that states that situational leadership takes into account the factors of condition, time, and space. Blanchard (1977:160) states that must be based on the relationship of mutual influence between (1) the level of support and direction given to the leader (task function / task behavior), (2) the level of socio-emotional support are presented leader (human relational / relationship behavior), (3) the level of readiness of subordinates in carrying out duties, functions or a goal (maturity / maturity).

The theory of the quality in this research is the theory of Edward Sallis (2008) stated that Quality Management Education is stressed continuous improvement for the achievement of the needs, in addition, the concept of integrated quality management also becomes the main target or the main agenda of products and services produced by the institution. Quality management plays a key role in running an educational institution and potentially in service delivery education services, especially education. Penerapansuatu quality management education successfully is not an easy thing, so the need for commitment as well as cooperation between departments that have relevance for example the center associated with the regional department of education, or educational institutions as the party that have direct bearing on the community.

MATERIAL AND METHODS

The approach used in this writing is the approach mode of inquiry qualitative interactive, which is the study of depth by using the technique of data collection directly from people in the range of alamiahnya. The method of inquiry is done through the observation and measurement,

hypothesis, interpretation, and compilation theory. Inquiry requires experimentation, reflection, and identification against the strengths and weaknesses of the methods used. The authors interpret these phenomena were found in the field about how people find meaning of the problem are examined. Then made the impression of a complex and comprehensive description of the detail from the glasses of the informant. Penulisinteraktif describe the context of the phenomenon and continually revise a query based on the experience found in the field.

This research uses qualitative approach with the method of case study. Research qualitative is research used to examine on the condition of the object naturalists, where the researcher is an instrument of the key (Sugiyono, 2005). The population of this research is 3 Madrasah Aliyah that MA Al-Barokah, MA Sirojul Munir, and MA Khairul Bariyyah in the city of Bekasi, where the sample in this research is the Head of the School Madrasah, the teacher and the energy kependidikan. Data collection in this research using the theory presented by Minichiello with the technique of "In-Depth Interviewing" (IDI); interview in depth, observation, photo-documentation, and the study of documentary.

RESULTS AND DISCUSSION

1. Situational Leadership the Head of Madrasah Aliyah

a) Leadership Telling

Situational leadership telling shows the behavior of the "notify" seem to be in some activities of the madrasah. Behavior of notify is also shown with the provision of information to leadership regarding all matters relating to madrasah to seluruh citizens of the madrasah. The behavior of notify this support in improving the quality of madrasah because it gives knowledge to the students, parents, teachers, and also personnel. Leadership telling behavior concerning the relevant information and build. What should and should not be made citizens of the madrasahs in madrasah.

The leadership of the telling can be seen from the behavior of the “show” related to the duties and authority of members of the madrasah. Confidence in the subordinates can affect the behavior of the show, the greater the level of trust in the subordinate will be more low behavior show leadership.

The behavior of the lead on leadership telling with regard to the skills owned by the Head of the Madrasah. Based on the level of education and majors that are studied in educational background then the behavior of this lead can be created with better. Skills in the behavior of the lead is also addressed to the citizens of the madrasah, especially to the teachers and educational personnel as direct reports.

Situational leadership telling the other that is shown by the behavior of sets done in a number of meeting activities and decisions in the madrasah. The birth of the Vision and Mission of madrasah established the Head of the Madrasah is the result of the behavior of the set of leaders. The behavior setting can be influenced by the educational background of leaders and also the experience in the lead. Establishment of a policy in the madrasah is also the action of the behavior set.

b) Leadership Selling

Leadership selling is among others shown by the behavior of sell which can appear in a number of skills in the lead. The behavior of sell show quality of the Head of the Madrasah to make subordinate are interested in following the direction of the leadership. The background of education, experience in the lead, is most of the factors that affect the leadership in the behavior of sell.

Leadership selling also noticed the behavior of the explain made the Head of the Madrasah. The higher the leadership is selling, the higher the behavior of the explain. The intensity of the behavior explained can indicate a lack of confidence towards the subordinates on the ability of teachers and education personnel in carrying

out their work. The behavior explained at the head of the madrasah rated not so high. The regulation is written, the schedule of activities, and other agenda into the efforts of the head of the madrasah in the behavior of the explain. The behavior explained is reinforced by the behavior of the clarify by showing a lack of confidence against the work of subordinates. However the behavior explained is not so conspicuous in the activities of routine. On the activities of the particular course applied behavior clarify such meetings.

Situational leadership selling is shown in the behavior of persuade and done with regard to the task of the teacher and educational personnel which are rated less excited. The head of the Madrasah provide inducements so that the work can be resolved properly and according to expectations. Behavior to persuade the Head of the Madrasah is considered to have the conversation. The behavior of the coax is also aimed at students and parents because it is useful in persuading such students to be more eager in learning and achievement.

Behavior training is addressed with regard to the skill of the teacher in the learning process. Leadership selling is the behavior of the train with an intensity so low that it is not so perceived. Directed behavior involves the communication of one-and two-way such as informing subordinates about what should be done and support to subordinates and involve subordinates in decision-making. Supervision of subordinates is also done in order to support the smooth running of the activities of the madrasah.

c) Leadership of the Participating

The leadership of the participating indicated by behavior involving subordinates. A number of the activities of the madrasah include teachers and education personnel as well as parents of students. Activities formal and non formal education also involves the role of teachers and education personnel. The head of the Madrasah did the behavior involve the

students and parents of students in order to improve student achievement. Teachers and education personnel to participate in organized activities such as the activities of the meeting. The behavior of include supported with the experience factor in the lead. The participation of teachers and education personnel become important in the implementation of an activity. The role of students and parents is also important in active participation in the madrasah.

The behavior of the other leadership participating that gives the spirit to teachers, educators, students, and parents of students. Giving encouragement to subordinates in order to improve the quality of madrasah. The spirit was given the leadership on subordinates so that the performance of the subordinates to be high so as to provide good quality. The granting of the spirit can be done either orally or in writing. The reward of leadership is also a form of encouragement in the work.

Encouragingly orally or directly can be done when you meet face-to-face with the subordinate. The granting of the spirit in writing is also done in order to support high performance in the madrasah. Give the spirit in writing or not directly made leadership through networking or social media that is connected with the subordinate.

The behavior of cooperation the Head of the Madrasah both internal and external. Internal cooperation is done with teachers, educational personnel, and students, while with external parties, namely the community in the environment around llokasi madrassas and other institutions. Leadership situasional participating other is indicated through directed behavior and low supportive behavior high with the existence of the trust to subordinates. Supportive behavior involves two-way communication which provides ease in interaction with the subordinates and involve subordinates in decision-making.

d) Leadership Delegating

Leadership situasional delegating indicated by the behavior of delegating tasks

and authority to subordinates. The head of the Madrassa sent a teacher as the representative of the madrasah. The behavior of the delegate shows confidence in subordinates. This gives the relief work, teachers and educators can feel the behavior of the delegate. The behavior of the delegate the making of teachers and educational personnel comfortable in doing the work because of the trust bestowed.

The behavior of the leadership delegating that observes the actions of his subordinates with regard to work. Some of the regulations and the work necessary to do the supervision. However, because teachers and educational personnel accustomed to routine work then without the need of a lot of observations of their tasks can be resolved with good. The behavior observed can now be helped by the tool of the observer cctv that can be stored in the corners of the room. Just trust quite high certainly not create the behavior observed this to be very important. The regulations made written enough in the process of observing the behavior of subordinates.

The behavior of watch if there are regulations violated teachers, educators, and students. The supervision felt if the deviation in the madrasah which is not in accordance with the vision, mission, and goals. The behavior of the oversee is influenced also by the experience of the leadership. The more experience a leader then the behavior keep an eye on this to become more easy. Notice of completion do in case of problems encountered both internal and external. The settlement on the teachers and personnel may be conducted orally and directly in order to more quickly finish. Notice of completion for the actions of students are not fully carried out by the leadership. The head of the Madrasah did not descend directly in the completion of the students but rather through the teacher and educational personnel that are first in making the settlement.

Situational leadership delegating other is shown through the behavior of direct low supportive behavior low. The

head of the Madrasah tended to assign a subordinate in the execution of tasks that can be delegated. The head of the Madrasah delegate a number of decisions and responsibility for the implementation of tasks that can be represented teachers and educational personnel.

2. The Problem of Situational Leadership

The problem of situational leadership the Head of Madrasah Aliyah is derived from both internal and external. Internal problems come from confidence, experience, and skills to lead. Shortcomings in terms of skills leads occur when making decisions. Another problem is the accuracy of the provided guidance and support to the teachers, educational personnel, students, and parents. The decisions taken need to be considered however with experience it will get used in taking decisions and risks accepted.

The problem in kepemimpinan situational side of the external i.e. on the subordinates and the environment. Teachers and staffs made a mistake, will be a matter of the Head of the Madrasah. Potential problems the environment can be in terms of finance, which deals with the foundation the founder of the madrasah, the problems that arise from the community as well as other institutions. External constraints faced may not be in accordance with the planned Head of the Madrasah. External parties other than the parents of students, government, institutions or other institutions that have links with the madrassas allow differences of views. Things like this is quite difficult for the Head of the Madrasah in making the decision.

Pressure issues from external parties can create internal problems arise. Lack of skills in leading and making decisions can worsen the problem. The error on the teacher and educational staff become dependents, so are the students and parents of students potentially menimbulkkan problem on kepemimpinan the Head of the Madrasah. The supervision of another educational institution may also potentially

be a problem for the leadership. The head of the Madrasah realize that external parties in addition to is able to trigger the problem also has a good influence if it can be managed appropriately. It's just a problem that comes from the external facing leadership sometimes does not match with the expectations. Things like this is quite difficult in making the decision.

3. Solution of Situational Leadership

The solution of situational leadership the Head of Madrasah Aliyah arise from internal and external. In-house solutions based on knowledge, experience, confidence, and mentally strong who is able to accept all the risk in decision-making. Begins with the idea of when the problems occur. The idea appears along with what problems it faces. The head of the madrasah to take a decision on an issue and then perform the action.

The head of the madrasahs also do adaptation to the environment where there is a problem. The adaptation is done by studying the characteristics of problems encountered. Most of the problems occur from the external leadership. The head of the madrasah to identify the problems first and then do the measurement problem as a ranking or priority. If the priority of the problem has been determined then carried out a variety of an alternative plan as the preferred solution, and determine what risks can be accepted as a consequence take a decision later. After considering the alternatives then do decision-making as a solution to the problem.

Other efforts in giving the idea that with its sincerity in doing so the problem being faced can be thought out by way of a clear mind and not emotions. Other ideas are also obtained through feedback from teachers, educators, students, and parents of students. The influence of the input is also helping provide solutions.

CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

This research can be concluded as follows:

- a. Situational leadership the Head of Madrasah Aliyah in Bekasi City in its application tend to show leadership telling on the basis of the high administration of the task is more dominant in addition to selling, participating, and delegating. This is due to the low competence and high commitment of the citizens of the madrasah as a result of the development of knowledge, technology, and information rapidly. Problems on situational leadership that is there are some subordinates who are less understand and appreciate the purpose of the madrasah. Solution on situational leadership that gives opportunities in the improvement of the competence of the resources of the madrasah, commitment, and motivation. Ideas from both internal and external self-the head of the madrasah also be a solution for all the problems faced.
- b. The application of situational leadership the Head of Madrasah Aliyah in Bekasi City shows a behavior in accordance with the leadership selling based on high task and high relationship. This is due to the competence of the human resources madrasah enough and low commitment. This makes the head of the madrasah dominant special treatment towards the tasks given to the teachers and educational personnel with supervision and enhance a warm relationship with the teachers and educational personnel as a result of efforts to improve the quality of madrasah. The problem in the situational leadership selling that is on the low komiotmen teachers and educational personnel which require institutional support. The competencies should also continue to be improved to be a problem in penerapam situational leadership the head of the madrasah.
- c. Situational leadership the head of Madrasah Aliyah in Bekasi City that its application tends to show leadership participating based on low task and high relationship or endorsement on the teacher and educational personnel that are more dominant. This is due to the high competence resources madrasah and varied commitment to the citizens of the madrasah as a result of good ability but will need to improve. Problems on situational leadership that the majority of teachers and education personnel have the competence that is good enough it's just less aware of the importance of the purpose of the madrasah in an effort to improve the quality of madrasah. Good competence in subordinates but not accompanied with the commitment and high motivation. Solution on situational leadership that gives support and motivation as well as to establish a closer relationship based on kinship and stained the spiritual from the head of the madrasah against the subordinate.
- d. Situational leadership delegating the Head of Madrasah Aliyah in Bekasi City is not so noticeable. This is due to apparently low support and low direction on the applicability to teachers and educational personnel. The problem in the situational leadership delegating is not so visible because the head of the Madrasah has a high relationship to teachers and educational personnel and the provision of high duties. The majority of teachers and education personnel have the competence that is good enough it's just less aware of the importance of the purpose of the madrasah in an effort to improve the quality of madrasah. Good competence in subordinates but not accompanied

- with the commitment and high motivation. Solution on situational leadership that gives support and motivation as well as to establish a closer relationship based on kinship and stained the spiritual from the head of the madrasah against the subordinate.
- e. Some of the problems on the leadership of the Head of Madrasah Aliyah in Bekasi City studied showed some similarities. The problems encountered in the application of situational leadership the head of the madrasah, namely the qualifications and competence of teachers and education personnel that contribute to the motivation of teachers and education personnel to enhance the ability and willingness in improving the quality of madrasah.
 - f. The solution of situational leadership the Head of Madrasah Aliyah in Bekasi namely the existence of ideas, motivation, support, as well as improving the relationship of the head of the madrasah teachers and education personnel, increase the knowledge and mastery of the teachers and educational personnel related to knowledge, technology and information is growing rapidly.

Research Implications

The implications and some of the logical result of the research as follows:

- a. Diverse abilities and different motivations of teachers and education personnel in the implementation of the tasks require the role of situational leadership the head of the madrasah. The proper treatment of the head of the madrasah in the lead of his subordinates also technical competence and managerial qualified.
- b. As an effort to improve the quality of madrasah takes the role of situational leadership the head of the madrasah which is able to provide motivation and support for teachers and education personnel optimally on the basis of the sincerity and purpose of worship based on spiritual values.
- c. The development of education policy and science, technology, and information continue to evolve rapidly increasing need to be accompanied with adaptation to increase the competence on an ongoing basis to against a variety of situations and environmental conditions.

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