

The Relationship between the Educational Background and Training of Madrasah Principals and Change Management and Madrasah Excellence

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Abstract

This study examines the relationship between the educational background of madrasah principals and the training they have attended, with the management of change and the excellence of the madrasahs they manage. Based on a literature review, there is a relationship between the educational background of madrasah principals and the training they have attended, with the quality and quality of the management of the madrasahs they lead. This study aims to provide data analysis related to the relationship between the quality of madrasah principals based on their educational background and the training they have attended; with the excellence and quality of the madrasahs they manage. This study used a library research method. This research falls into the qualitative category, namely research that produces descriptive data in the form of written words. Based on the results of this study, data was obtained that the ability of the madrasah principal in improving the excellence of human resources in the madrasah he manages, his ability to innovate, the excellence of the madrasah, improving the quality of the curriculum, and the excellence of student achievement are directly related to the quality of a principal. The ability of the principal is determined by his educational background and how often he conducts training to upgrade his competence.

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1. INTRODUCTION

Education is crucial for human life and serves as a vehicle for human resource development. Through education, people can escape from underdevelopment. Beyond education, the quality of education also plays a crucial role. The government and society are continuously striving to improve the quality of education, including by improving the education system.

A suitable educational background significantly impacts a madrasah principal's performance. Having a relevant educational background enables them to understand the many aspects of developing the quality of the educational institution they lead. A relevant educational background significantly impacts a madrasah principal's professionalism in carrying out their role.

In addition to possessing a relevant educational background, a madrasah principal must also continually learn independently to hone and enhance their competencies, both through various training programs. This is especially true given the rapid advancements in education, with rapid developments in both managerial strategies and the use of artificial intelligence-based technology. If a madrasah principal doesn't continually upgrade their

skills, they will be left behind. One indicator of a professional madrasah principal is that he continues to learn and continues to improve his abilities in all areas related to his duties.

Professionalism is related to the commitment of madrasah principals to continuously improve their professional abilities and develop new strategies for acting through a continuous learning process. Continuous commitment and strategy development will enhance the professionalism of madrasah principals. From the description above, it can be concluded that professionalism is a trait that characterizes the skills, attitudes, and knowledge that a person must possess in a particular job, acquired through education, and knowledge that continuously develops strategies.

Change is an inevitable dynamic in the context of modern education. Madrasahs, as part of the Indonesian education system, are required to improve the quality of learning, enhance digital literacy, and provide services oriented to the needs of students, parents, and the surrounding community. Change management serves as a systematic framework to guide this transition so that it is effective, measurable, and sustainable. Madrasah excellence encompasses academic aspects, moral culture, digital literacy, governance, and partnerships with related institutions. This study aims to explore how change management practices can promote madrasah excellence. Madrasahs are part of an institutional system, similar to living organisms, which also experience a cycle, from birth, growth, development, change or transformation to new forms, and can even die or cease to exist for various reasons.

Change is constant, understanding change will help organizations to prepare themselves in implementing change.

2. RESEARCH METHOD

The research used in this study is library research. This research falls into the qualitative category, namely research that produces descriptive data in the form of written words. Library research or also called library *research* is a type of research that only limits activities to library collection materials and document studies without requiring field data. The main focus of this study is to identify obstacles that hinder the implementation of a relevant curriculum, including limited resources and the integration of religious knowledge and science. Primary data is taken from research journals on Madrasah Education and the needs of the modern world. Meanwhile, primary data is taken from books, the internet and other articles related to the study being researched.

3. DISCUSSION

A. Educational Background Of Madrasah Principals

1. Academic qualifications

The quality of an educational institution is determined not only by its teachers, but also by the quality and professionalism of its principal. The principal is the educational leader at the school level and must possess a strong leadership foundation. The principal is the most influential element in creating quality educational processes and outcomes. Therefore, any improvement efforts made to improve the quality of education will not make a significant contribution without the support of a professional and qualified madrasah principal. The Minister of National Education Number 13 of 2007 concerning Standards for School/Madrasah Principals has stipulated that there are 5 (five) dimensions of competency that madrasah principals need to have, namely Personality, Managerial, Entrepreneurial, Supervisory and Social. Madrasah principals in their work activities must be qualified and their qualifications tested. Based on the Regulation of the Minister of National Education Number 13 of 2007, it states that in this regulation the

government considers it necessary to have a standard for determining the qualifications of a person to be appointed as a school or madrasah principal, including the general qualifications are: Having an academic qualification of a bachelor's degree (S1) or diploma IV in education or non-education at an accredited university. The performance of the madrasah principal in planning and implementing learning is a major factor in achieving the success of the madrasah.

Simply put, a principal can be defined as a mentor or facilitator for the madrasah, while also possessing a sense of responsibility for improving the quality of education. Madrasah principals have significant duties and responsibilities, so ideally, they should possess adequate educational qualifications, work experience, and positive work motivation to carry out their duties as leaders in an educational institution optimally and with a full sense of responsibility.

2. Managerial experience

Managerial experience and skills are absolutely essential for a madrasah principal, as he or she is the highest leader in an educational institution. The madrasah principal holds the highest position in a formal educational institution, carrying significant duties and responsibilities. Madrasahs are institutions that implement educational programs, acting as an extension of the central government. The principal's primary responsibility for the school/madrasah is to implement educational programs to help achieve the vision and mission of national education. Therefore, madrasah principals are required to possess the competencies to carry out their primary duties and functions correctly, effectively, and efficiently.. In line with Hanafie Das's statement above, it is appropriate for a leader in an educational institution to have adequate managerial experience and skills to improve the quality of the madrasah they lead. Furthermore, Minister of National Education Regulation No. 13 of 2007 concerning school principals explains several managerial competencies that a madrasah principal must possess, including:

- a. Prepare school/madrasah plans for various levels of planning
- b. Developing school/madrasah organizations according to needs
- c. In order to utilize school/madrasah resources
- d. Managing change and development of schools/madrasahs towards effective learning organizations
- e. Managing school facilities and infrastructure for optimal utilization
- f. Managing school-community relations in order to seek support for ideas, learning resources, and school funding
- g. Managing student affairs, especially in the context of accepting new students, placing students, and developing student capacity.
- h. Manage curriculum development and teaching and learning activities in accordance with the direction and goals of national education

The success or failure of an educational institution is largely determined by the managerial skills of its principal. As the highest leader of the madrasah, the principal has a significant responsibility in managing the educational institution.

Educational institutions can function within the madrasah bureaucracy if supported by a competent principal. Danim and Suparno state that: The madrasah principal is responsible for maintaining and motivating teachers, students, and school administrative staff to be willing and able to implement the provisions and regulations applicable in the madrasah.. This is where the essence lies that the head of the madrasah must be able to carry out the duties of the head of the madrasah and his abilities in the field of management of the Educational Institution.

B. Madrasah Principal Training

1. Educational Institution Management Training

In addition to possessing a suitable and adequate educational background, a madrasah principal must also continually learn to improve their competency in various areas that support their performance as a madrasah leader. Among the things that can be done to continuously improve their managerial abilities is by participating in various training and self-development programs. This has been explained by Hani, Handoko, and Suad Husnan. They explain that training and development have interrelated goals. Training and development aim to eliminate the gap or boundaries between teachers or educators in various forms of teacher abilities and job requirements. Training and development can also increase the effectiveness and efficiency of teacher performance in order to achieve work targets to be achieved. With training and development, teachers can avoid being left behind by all developments in the world of education from various aspects and are able to carry out their work better.

2. Leadership and leadership training

Being a leader or a leader should be well prepared. Because a leader will be the one who directs an institution, therefore he must prepare everything that can support his performance in various fields such as mastery of technology and others. This is all obtained through training and other related matters. Fadhilah explained: In the digital era like today, a leader is needed who is able to provide clear direction and goals and understands digital development technology. Here it is very important for a leader to be able to interact, make the team comfortable and safe and also create a management and become a community that understands and is in the same direction. Leaders should build trust within a solid team.

It's best when leaders can also accept the threat of stepping out of their comfort zone by conducting training and receiving feedback from outsiders. Leaders must also master the latest technological media to ensure the organization continues to operate efficiently, creatively, innovatively, and effectively. Leaders must not be averse to change. They must be open to technological advancements; they must not cling to their old mindsets while digitalization continues to advance., then a good leader should be able to adapt to changing times and must be technology literate.

3. Madrasah quality improvement training

Quality in general is a comprehensive description and characteristic of a field or service that demonstrates its ability to satisfy expected or implied needs. In the context of education, the definition of quality encompasses educational input, process, and/or output.

One of the duties of a madrasah principal is to improve and enhance the quality of the educational institution he leads. As a leader, the principal certainly plays a significant role in improving the quality of education in the educational institution he leads. A high-quality madrasah will produce high-quality graduates. Regarding this,

Waine K Hoy explained that "Quality education is education that meets educational standards and meets the needs of society, which is inherently living in a global era full of competition. To achieve this goal, an institution must pay attention to an effective school/madrasah system, which consists of input, transformation, and output."

4. Human Resource Management Training in Madrasah

One measure of an educational institution's progress is its availability of qualified human resources (HR). The HR referred to here is the teachers. The quality of the graduates' output from a madrasah is greatly influenced by the teachers.

The existence of human resources is an integral part of the life of a madrasah. Each human resource plays a strategic role. Therefore, the development of existing personnel is the responsibility of the madrasah principal, as the highest leader in a madrasah. Consequently, every madrasah principal must thoroughly understand the scope and dimensions of personnel matters. Many issues are inseparable from the life of a madrasah as an organization. These issues encompass several aspects such as defining goals, determining policies, developing programs, hiring people, procuring facilities, achieving results, and coordinating separate activities. All of these activities require the involvement of people with varying skill backgrounds, such as professional teachers, groups of people not involved in teaching duties, such as librarians, laboratory assistants, and so on.

Managing an educational institution cannot be done by just one or two people. It involves many parties with diverse expertise, creating a high-quality educational institution. In managing existing human resources, the role of the madrasah principal is crucial, accommodating the needs and characteristics of each member of the educational institution.

C. Change Management

Change management in an educational institution is largely determined by the managerial skills of a principal. Some of the changes a principal must strive for include:

1. Ability to adapt to changing times

The managerial ability of a madrasah principal greatly influences developments in this modern era; every educational institution must be able to adapt to the developments of the times.

In the modern era, marked by rapid developments in various fields, especially technological advancements, educational institutions face the challenge of producing individuals who are not only academically intelligent but also possess skills relevant to the 21st century. Mastery of digital technology is essential, given that the workplace and everyday life are increasingly dependent on digital devices. Furthermore, critical thinking skills are essential to navigate the massive flow of information, enabling students to analyze, evaluate, and make informed decisions. Cross-cultural communication skills are also crucial amidst increasing interaction between countries, both professionally and socially. Education, including madrasahs, needs to address these demands by providing curricula and teaching methods that encourage students to master technology, think critically, and become effective

orators locally and globally. In today's era, madrasas are not only required to be educational institutions that instill religious values, but madrasas must also move to keep up with the increasingly rapid development of technology and information.

2. Ability to innovate

In addition to keeping up with current developments, madrasas must also innovate, creating new things in various fields of knowledge. Zenger and Joseph Folkman argue that there are 10 models of leaders who possess innovative power. Here are some characteristics of leaders who possess high levels of innovation.

- a. Excels when presenting a strategic vision. An effective innovative leadership model is one that can clearly describe the vision of the end result of their innovation.
- b. Having a strong customer focus. What customers find interesting becomes highly appealing to innovative leaders. They strive to see things from multiple customer perspectives, build relationships with customers, and continually ask what customers need and want.
- c. Creating an atmosphere of mutual trust. Innovation often faces various risks at various levels, ranging from unsupportive regulations, limited resource availability, dealing with difficult competitors, and various other challenges.
- d. Demonstrating commitment to the organization and customers. Innovative leaders will continually examine various aspects of the institution and strive for continuous improvement.
- e. They listen to input from lower levels. These leaders no longer think about how they are innovative, and innovation must come from them. They believe that the best and most innovative ideas can emerge and develop from any level, including the bottom-up levels of company management.
- f. Persuasive Innovative leaders have the effective ability to make others accept innovative ideas.
- g. Managing the scope very well. Innovative leaders are always able to formulate the final goal, the goals at each stage of development, and interpret them at each level of work.
- h. Emphasizing speed, value is at the heart of innovation, but producing results from innovation is a long and arduous task.
- i. Open when communicating (open) Innovative leaders will provide honest, frank and straightforward feedback, even if it is sometimes very sharp and critical.
- j. Inspiring and motivating (inspirational) Innovative leaders will be able to be inspired and moved by the imagination of realizing that innovation.

D. Advantages Of Madrasah

Ultimately, everything a madrasah principal does in innovating has the ultimate goal of creating a superior madrasah in various areas, including human resources, curriculum, and achievements. Below, the author outlines several madrasah strengths that a madrasah principal must strive to achieve in order to create a superior madrasah, including:

1. Human Resource Excellence in Madrasah

One of the key indicators of a madrasa's success is its superior human resources. These resources include qualified and competent teachers. The objectives of human resource development in madrasas include:

- a. Personal goals, namely helping human resources achieve their individual goals. For educators, personal goals can be demonstrated by working to earn a living to meet family needs.
- b. The functional goal of human resource management is to ensure teachers are on time for class and are well-prepared. In other words, the functional goal is to maintain and facilitate teachers' ability to perform their duties optimally, in accordance with their duties and functions.
- c. The organizational goals of human resource management are those related to the organization's effectiveness goals. These organizational goals are reflected in the organization's performance and productivity achievements.

2. Improving the quality of the curriculum

Improving the quality of madrasahs must pay attention to the following: Madrasah quality management in order to improve the quality of graduates begins with having quality teamwork in improving quality with structured roles and responsibilities. It is a need and obligation for Islamic educational institutions, especially Madrasah Aliyah, to improve their quality in order to face global competition.

For this reason, the Madrasah Aliyah program planning is formulated together with stakeholders. The work plan is implemented by the responsible Madrasah Principal. Monitoring and evaluation are conducted objectively and continuously, based on national standards.

3. Student achievement excellence

One of the barometers of a madrasa's excellence is its success in producing graduates who are qualified and competitive in their environment. Therefore, to create high-achieving students, the madrasa must do the following things, including:

- a. Conducting strict selection for high-achieving students so that students truly have the determination and strong desire to learn together, and are able to win championships in the competitions they win.
- b. There is a periodic evaluation, which means always making improvements to work programs that are considered to be able to hinder the ongoing process of activities.
- c. Discipline in carrying out this guidance is a sign of the students' determination and seriousness in following the training process, as is the case with their mentors.
- d. Instilling religious values in the form of character traits such as patience, sincerity in accepting, not being arrogant and always being humble, especially humility.

4. CONCLUSION

A good educational background and the training a madrasah principal has is correlated with a madrasah's success. A madrasah principal with academic qualifications impacts their ability to adapt to the increasingly rapid changes of the times. Madrasah principals must upgrade their managerial skills to adapt to current conditions. Furthermore, a madrasah principal's educational background and training also impact their ability to innovate, creating innovations both in knowledge and in managing the educational institution they manage.

A good madrasah principal should be able to create various advantages in the educational institution that he manages, the advantages in question include:

- a. The superiority of human resources (teachers) in madrasas
- b. Improving the quality of the madrasa curriculum
- c. Student achievement excellence

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