

Strategies for Enhancing Teacher Professionalism Through the Implementation of the Madrasah Principal's Duties and Responsibilities

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Abstract: This study aims to analyze the strategies employed by madrasah principals to enhance teacher professionalism through the implementation of managerial functions, academic supervision, entrepreneurship, and socio-spiritual leadership at MAN 1 Bandung and MAN 2 Bandung. The study employs a qualitative approach using a descriptive case study method. Data collection techniques included in-depth interviews, participatory observation, and document analysis, while data analysis was conducted using the Miles and Huberman model through the stages of data reduction, data presentation, and drawing conclusions. The research findings indicate that strategies for enhancing teacher professionalism begin with needs-based planning, followed by strengthening clinical academic supervision, fostering a collaborative and innovative work culture, and implementing continuous evaluation. The implementation of these strategies has a positive impact on improving teachers' pedagogical and professional competencies, work discipline, and the quality of learning. The novelty of this research lies in the discovery of the "Resilient Professionalism" model—a model of teacher professionalism that emphasizes resilience and adaptability to changes in curriculum, technology, and educational dynamics. This model is built through the synergy of the spiritual-managerial leadership of the madrasah principal and the collective efficacy of teachers to achieve sustainable quality in Islamic education.

Keywords: Islamic Education Management; Madrasah Principal Strategies; Resilient Professionalism; Roles and Responsibilities; Teacher Professionalism.

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1. Introduction

Strategies to enhance teacher professionalism through the implementation of the principal's core duties and functions are crucial in today's context. Teacher professionalism is a key pillar in achieving quality Islamic education in madrasahs, which continue to face various challenges, such as limited opportunities for competency development, low intrinsic motivation, and a heavy administrative burden. In this context, the implementation of the

principal's core duties and functions (tupoksi) serves as a strategic factor in driving the continuous improvement of teacher professionalism. Within the framework of national regulations, the principal's duties—which encompass managerial, supervisory, and leadership functions—are directed toward enhancing the quality of learning and teacher professionalism, in accordance with policies issued by the Ministry of Religious Affairs of the Republic of Indonesia.

Evidence from the field also indicates that there remains a gap between the demands for teacher professionalism and the actual conditions in madrasahs, particularly at the state senior high school level. Many teachers have not yet fully met the indicators of professional teaching, whether in terms of pedagogical, professional, personal, or social competencies. Some of them still demonstrate limitations in lesson planning, innovation in teaching methods, and the use of information technology in the teaching and learning process. This can directly affect the quality of learning and students' learning outcomes.

MAN 1 Bandung and MAN 2 Bandung, as state-run senior high schools under the Ministry of Religious Affairs, are educational institutions with great potential to improve the quality of Islamic education. Both schools have skilled teaching staff, adequate facilities, and support from various parties. Within a theoretical framework, the enhancement of teacher professionalism cannot be separated from the concept of educational leadership. Theoretically, the concept of strategic leadership asserts that top organizational leaders play a central role in determining the institution's long-term orientation, including the formulation of a vision that describes the ideal future state (John M. Bryson, 2018). An effective madrasah principal is characterized by their ability to create a shared vision, foster a collaborative culture, provide targeted academic supervision, and empower teachers through various professional development programs. Furthermore, Bernard M. Bass & Ronald E. Riggio (2006) note that transformational leadership requires leaders to articulate an inspiring vision and to foster collective commitment among the organization's members. Madrasah principals are also expected to be able to interpret the dynamics of educational change and address the challenges of globalization by encouraging teachers to continue learning and innovating. Therefore, madrasah principals need to implement systematic human resource management, including planning for teaching staff needs, selective recruitment, competency development, and objective performance evaluation (Christopher Day & David Hopkins, 2007).

School principals must ensure that every teacher has the opportunity to participate in training, academic supervision, and learning reflection as part of a learning organization culture. From an instructional leadership perspective, as explained by Philip Hallinger (2005), effective school leaders prioritize improving the quality of learning, including through the continuous professional development of teachers. Furthermore, within the contemporary educational management paradigm, educational institution leaders are responsible for ensuring that all resources—human, financial, and physical—are managed effectively to achieve the institution's strategic goals (Helen Gunter, 2001). Therefore, the principal's strategies in implementing their core duties and functions are a determining factor in creating a productive and professional learning environment.

Given this, it is crucial to conduct an in-depth study on how madrasah principals implement their duties and responsibilities to enhance teacher professionalism in madrasahs. This study will not only describe actual practices in the field but also contribute both

theoretically and practically to the development of an effective madrasah principal leadership model. Therefore, the findings of this research are expected to serve as a reference for policymakers, madrasah administrators, and educators in designing strategic steps focused on improving the overall quality of education.

Used a qualitative approach, this study seeks to explore in depth the experiences, perspectives, and strategies employed by the principals of MAN 1 and MAN 2 Bandung in carrying out their roles. The research focuses on how principals organize their roles as learning leaders, mentor and develop teachers, and create a work environment that fosters professionalism. In addition, this study will also describe the obstacles faced and the solutions adopted to overcome these challenges. On the other hand, there is a new demand for madrasah principals to possess digital leadership skills to facilitate teachers in navigating technological transformation in the classroom (Nurdin, 2021).

Thus, this study is expected to provide a comprehensive overview of the implementation of strategies to enhance teacher professionalism through the fulfillment of the principal's core duties and functions. This study is also expected to enrich the body of knowledge in Islamic education and contribute to the development of effective madrasah leadership that leads to continuous improvements in educational quality.

2. Preliminaries or Related Work or Literature Review

Teachers Professionalism

Professionalism in the context of madrasahs has a broader scope than mere technical competence; it is a combination of intellectual excellence (*kafa'ah*) and moral integrity (*akhlaqul karimah*). From an Islamic perspective, professionalism is rooted in two key concepts: *Amanah* and *Itqan*. The Dimension of *Amanah* (Integrity and Responsibility) The primary foundation of teacher professionalism is rooted in Quranic Surah An-Nisa (4): 58, which commands the fulfillment of *amanah* to those who are entitled to it. In the context of education, “*amanah*” for a teacher is the sacred responsibility to transfer knowledge and values to students (Syamsul Bahri, 2024).

Professional teachers are those who recognize that their teaching position is a trust from God that demands fairness in conduct and objectivity in evaluation. A teacher's failure to plan instruction or neglect of students' potential is considered a betrayal of the profession's trust. The Dimension of *Itqan* (Quality and Diligence) While trust relates to ethics, *Itqan* pertains to technical quality (Syamsul Bahri, 2024). The Prophet Muhammad (peace be upon him) said (as narrated by Thabrani): “Indeed, Allah loves a person who, when performing a task, does so with *Itqan* (purposefully, clearly, thoroughly, and with quality).” (Muhammad Misdar, 2022). In modern educational management, *Itqan* aligns with the concept of Total Quality Management (TQM) or quality excellence. A teacher who embodies the ethos of *itqan* will not be satisfied with monotonous teaching methods; they will continually innovate, engage in quality control reflection on their teaching, and always strive to achieve the highest standards of competence (pedagogical and professional) as a form of worship to Allah SWT. The

Integration of Kafa'ah and Himmah Theoretically, the professionalism of madrasah teachers from an Islamic perspective also encompasses two main supporting pillars: a) Kafa'ah (Expertise): In-depth mastery of teaching materials and methodologies in accordance with the requirements of educational standards. and b) Himmah (Work Ethic): A high work ethic rooted in the intention of devotion (lillahi ta'ala), ensuring that teachers remain productive even when facing limitations in facilities and infrastructure (Ahmad Tafsir, 2022).

In summary, the integration of the values of amanah, itqān, kafa'ah, and himmah forms an organic and transcendental construct of madrasah teacher professionalism. Professionalism within this paradigm is no longer viewed merely as compliance with formal regulations or the fulfillment of administrative duties, but rather manifests as a form of spiritual awareness and worship oriented toward the welfare of the community. This framework asserts that the ideal madrasah teacher is one who can harmonize technical-pedagogical excellence with noble moral integrity (Syamsul Ma'arif, 2025). Referring to Law No. 14 of 2005 on Teachers and Lecturers and reinforced by the Minister of Religious Affairs Regulation (PMA) No. 38 of 2018, madrasah teachers are required to possess qualifications that exceed general standards, namely by incorporating religious values as the spirit of every competency (M. Saekan Muchith, 2024).

Pedagogical Competence

Pedagogical competence within the madrasah ecosystem is not merely the ability to manage the learning process, but rather the art of teaching that integrates modern educational theory with Islamic educational philosophy. Teachers are expected to understand students' characteristics from psychological and spiritual perspectives, design a curriculum that integrates Islamic values, and utilize educational technology as a means to achieve instructional effectiveness (Syamsul Ma'arif, 2025).

Personal Competence

Personal competence is the cornerstone for a madrasah educator, given their role as an *uswatun hasanah*, or a good role model. In addition to possessing a steady, stable, mature, and authoritative personality in accordance with national standards, madrasah teachers must internalize the values of *akhlakul karimah* in their daily conduct. A teacher's personality serves as a visual instrument of *da'wah* that indirectly shapes students' character through their observation of the consistency between the educator's words and actions (Karwono et al., 2023).

Social Competence

As social beings and members of a religious institution, madrasah teachers must possess the ability to communicate and interact effectively with students, fellow educators, parents, and the broader community. Social competence in madrasahs emphasizes the principle of *ukhuwah*, or brotherhood, and inclusivity (Syamsul Bahri,

2024). Teachers are expected to be able to build collaborative networks that support the advancement of the madrasah and to demonstrate empathy in dealing with the diversity of students' socioeconomic backgrounds within Bandung Regency.

Professional Competence

Professional competence refers to a broad and deep mastery of subject matter. For madrasah teachers, this includes the ability to analyze academic content and relate it to Islamic values (integration and interconnection). This standard of professionalism requires teachers to engage in continuous professional development to anticipate changes in the curriculum and global trends in education (Ministry of Religious Affairs of the Republic of Indonesia, 2021).

The madrasah principal's strategy in facilitating training and workshops serves as a crucial stimulus for teachers to achieve a level of expertise that is recognized both academically and socially. Overall, these four competencies do not exist in isolation but rather form a cohesive profile of the madrasah teacher encompassing intellectual, spiritual, and social dimensions (Nur Zazin, 2022). Teachers' success in integrating pedagogical, personal, social, and professional competencies is a key indicator of educational success in madrasahs. Therefore, the implementation of the principal's core duties and functions as a supervisor and manager holds strategic relevance to ensure that these competency standards are not merely administrative documents but become a tangible work culture.

Implementation of the Duties and Responsibilities of the Madrasah Principal

Effective Leadership

School principals who are able to make decisions, clearly communicate the school's vision and mission, and motivate teachers and staff have proven to be strong drivers in the effective execution of managerial and academic tasks. Strong leadership helps optimize the planning, organizing, monitoring, and evaluation of school activities (Linda Darling-Hammond, Maria E. Hyler, and Madelyn Gardner, 2021).

Support from Teaching and Non-Teaching Staff

This support includes the staff's mental readiness, competence, and loyalty to the madrasah's vision. In the context of EMASLIM, the madrasah principal, as a leader and motivator, cannot work alone; the success of policies depends on how teachers translate instructions into action in the classroom. School support staff (administrative staff, librarians, etc.) Solid collaboration between the madrasah principal, teachers, and support staff facilitates the implementation of supervision, professional development, and the achievement of learning quality because all stakeholders are moving toward the same goal (Kenneth A. Leithwood et al., 2021).

Availability of Resources and Facilities

The availability of adequate resources, such as infrastructure, learning facilities, and budgetary support, is a significant factor in enabling the principal to optimally carry out their core duties and functions (Helen Timperley, 2021). Good facilities also enhance the comfort of teaching and learning activities and the effectiveness of school policy implementation.

Professional Awareness

Teaching Staff A high level of teacher professionalism, including a commitment to developing competencies and actively participating in supervisory and academic activities, supports the school principal in continuously improving the quality of education (Schein et al., 2023).

Stakeholder Support

External support from foundations, school committees, parents of students, and the community strengthens the implementation of the madrasah principal's duties and responsibilities. The participation of these external stakeholders can provide additional resources while also lending social legitimacy to the policies implemented by the madrasah principal (Christopher Day et al., 2020).

The success of implementing the principal's duties and responsibilities depends heavily on the synergy between individual leadership capacity and the support of the existing educational ecosystem. When effective leadership is combined with a cohesive educational staff, adequate facilities, teacher professionalism, and strong support from external stakeholders, the role of EMASLIM can be carried out in a transformative manner. The harmonization of all these supporting factors not only facilitates the achievement of administrative targets but also serves as the primary driving force in realizing a madrasah that is excellent, innovative, and highly competitive amidst the dynamic challenges of the times (Louise Stoll and Ray Bolam, 2022).

3. Materials and Method

This study employs a qualitative approach used a descriptive case study method. Qualitative research is a method used to study subjects in their natural settings, with the researcher serving as the key instrument (Sugiyono, 2024). A specific tradition within the social sciences that fundamentally relies on observations of humans, both in their context and in their terminology (Lexy J. Moleong, 2024). This study was conducted using qualitative methods. Through this method, the researcher sought to understand the social context, organizational culture, and managerial dynamics in the actual leadership practices of madrasah principals (Sugiyono, 2024). Specifically, this study employed a case study approach because it focused on two specific locations with distinct characteristics. This case study is exploratory and descriptive in nature, in which the researcher seeks to gain an in-depth understanding of how madrasah principals implement their duties and responsibilities, as well as the resulting impact

on teacher professionalism. The case study approach is considered highly relevant because it allows the researcher to explore a “bounded case” in depth within a real-life context through data collection involving various information sources (Robert K. Yin, 2024). This study seeks to answer the questions “how” and “why” the madrasah principal’s strategies influence teacher professionalism. Therefore, the case study is particularly well-suited to uncovering the processes, leadership patterns, and dynamics of interaction between the madrasah principal and teachers in a concrete manner through cross-site analysis (Creswell et al., 2023).

Data collection techniques included in-depth interviews, participant observation, and document analysis. To ensure data validity or trustworthiness, the researcher employed triangulation. This approach was adopted to eliminate the researcher’s subjective bias and ensure that the construction of reality presented in the report aligns with objective conditions in the field. Three types of triangulation were used in this study: data source triangulation, methodological triangulation, and temporal triangulation. In addition to the three types of triangulation mentioned above, to achieve a higher standard of trustworthiness, the researcher also applied member checks, audit trails, and peer debriefings by discussing preliminary findings with colleagues or supervisors who possess expertise in the field of Islamic Education Management.

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Furthermore, the data analysis phase in this study was conducted using the Miles and Huberman model, which involves the stages of data reduction, data presentation, and drawing conclusions. Data analysis in qualitative research is conducted interactively and takes place continuously from the data collection stage until the study concludes (Matthew B. Miles, A. Michael Huberman, and Johnny

Saldaña, 2014). This study was conducted at two State Senior High Schools (MAN) in Bandung Regency, West Java Province, namely: State Senior High School (MAN) 1 Bandung Regency and State Senior High School (MAN) 2 Bandung Regency. The selection of these two locations as research sites was done purposively (purposive sample) in accordance with the research focus to be examined. The research was conducted from May to July 2025.

4. Results and Discussion

The implementation of the core duties and functions (tupoksi) of the madrasah principal at MAN 2 Bandung demonstrates a leadership style that is participatory, collaborative, and empowerment-based. This approach is reflected in decision-making processes that involve teachers and educational staff, the strengthening of the learning community, and the distribution of responsibilities that fosters a sense of ownership regarding the madrasah's programs. The principal does not merely act as an administrative controller but as a facilitator and catalyst for organizational change. This approach reinforces the dimensions of transformational and distributive leadership, positioning teachers as subjects of development rather than mere objects of policy. In contrast, the implementation of the madrasah principal's duties and responsibilities at MAN 1 Bandung tends to be more systematic and structural. Program planning, task organization, the conduct of academic supervision, and teacher performance evaluations are carried out based on formal procedures and well-organized administrative mechanisms.

The coordination structure is more hierarchical with clear lines of command, ensuring that managerial effectiveness and the achievement of program targets are relatively guaranteed. This model demonstrates strengths in governance, performance accountability, and consistency in policy implementation. A comparison of the two models reveals differences in leadership approach. While MAN 1 Bandung emphasizes systemic rationality and structural order, MAN 2 Bandung places greater emphasis on collectivity and organizational culture. At MAN 2 Bandung, teacher professionalism is fostered through a culture of dialogue, shared reflection, forums for sharing best practices, and the development of professional learning communities. This cultivates teachers' intrinsic motivation for continuous professional growth.

The participatory model at MAN 2 Bandung demonstrates that teacher professionalism develops not only through formal control and supervision, but also through active involvement in planning and evaluation processes, strong teamwork, and a culture of continuous collaborative learning. A collaborative organizational culture creates a climate of psychological safety for teachers to innovate, engage in critical reflection, and enhance their pedagogical competencies without fear of repressive evaluation. Thus, the participatory leadership approach has proven capable of fostering a professional climate conducive to

improving the quality of learning. However, its effectiveness will be further optimized when combined with a structured managerial system, as implemented at MAN 1 Bandung. The synthesis of these two models yields an integrative madrasah leadership paradigm—that is, leadership that is systematic in governance yet participatory in human resource empowerment. It is this integrative model that has the potential to serve as a conceptual framework for the sustainable development of teacher professionalism within the madrasah environment. This aligns with Mulyasa's (2020) view, who states that the madrasah principal's policies aimed at enhancing teacher professionalism are, in essence, a manifestation of the principal's fulfillment of their duties and functions as an educator, manager, administrator, supervisor, leader, innovator, and motivator.

Field observations indicate that at both schools—MAN 1 Bandung and MAN 2 Bandung—interactions among teachers are more harmonious and respectful, and this is reflected in improved discipline and moral responsibility. The result is an increase in teachers' integrity and work ethics. Professionalism in this context reflects the synergy between technical competence and character maturity. Recent literature confirms that the moral-spiritual dimension plays a crucial role in shaping sustainable teacher professionalism (Christopher Day & Qing Gu, 2020). Furthermore, regarding the "Global Competitiveness" dimension, the implemented policies include the development of digital learning and external collaboration with various educational and training institutions. Teachers are encouraged to participate in national and international webinars, as well as to integrate technology into their teaching practices. External collaboration provides access to innovative practices and a broader professional network.

The findings indicate an increase in the use of Learning Management Systems (LMS), interactive media, and project-based learning strategies. Teachers have become more adaptable to the digital transformation of education and more open to innovation. This has led to improved digital literacy and greater creativity in designing learning experiences. These findings align with UNESCO's (2023) global education agenda, which identifies digital competencies as one of the key indicators of 21st-century teacher professionalism. MAN 1 Bandung and MAN 2 Bandung have successfully integrated the three dimensions of their vision—academic achievement, Islamic character, and global competitiveness—into a comprehensive policy for enhancing teacher professionalism.

The achievement dimension strengthens pedagogical capacity, the Islamic character dimension strengthens moral integrity, and the global competitiveness dimension strengthens digital literacy and innovation. The integration of these three dimensions reflects strategic leadership capable of aligning organizational values with the sustainable professional development of teachers (Andy Hargreaves & Dennis Shirley, 2023). Both of the above findings indicate that the two madrasah principals exercise leadership functions by making the school's vision and mission the primary guide for policies aimed at improving teacher

quality. This aligns with the view of Viviane Robinson (2011), who states that instructional leadership functions by making the vision the primary guide for policies aimed at improving teacher quality.

Program documentation shows that the school principal schedules supervision at least twice per semester. Planning includes analysis of instructional materials (lesson plans/teaching modules), classroom observations, and follow-up evaluations (Ministry of Religious Affairs of the Republic of Indonesia, 2022). Academic supervision at MAN 1 Bandung has fulfilled the principles of a comprehensive professional development cycle: systematic planning, reflective implementation, and follow-up development. This model aligns with the contemporary supervision paradigm that emphasizes the sustainability of quality improvement and the strengthening of individual capacity within the context of a learning organization (Helen Timperley, 2021). Meanwhile, academic supervision at MAN 2 Bandung has adopted a professional development model based on reflection, collaboration, and continuous evaluation. Supervision is not positioned as a control mechanism but rather as a strategy for enhancing teachers' capacity within the framework of a learning organization. This approach strengthens teachers' professionalism in terms of instructional innovation, professional collaboration, and consistency in instructional quality (Viviane Robinson, 2018). Thus, academic supervision at MAN 1 Bandung and MAN 2 Bandung, implemented through the principal's policy to enhance teacher professionalism via academic supervision, serves not only as a monitoring mechanism but also as a strategic instrument for the continuous and measurable improvement of teacher professionalism. This aligns with previous findings stating that academic supervision functions as both a monitoring mechanism and a strategic instrument in efforts to enhance teacher professionalism (Mark Smylie & D.J. Mayrowetz, 2021).

An analysis of the policy on continuous professional development at MAN 1 Bandung reveals an integration between individual development and organizational strengthening. Training programs, scientific activities, and MGMP complement one another in shaping a professional ecosystem that supports the madrasah's vision. This indicates that CPD is not positioned as an incidental activity but rather as a strategic policy to enhance the quality and competitiveness of educational institutions (UNESCO, 2021). Meanwhile, the sustainable professional development policy at MAN 2 Bandung demonstrates a progressive and sustainable model of professional development. Digital training strengthens technological competencies, external collaboration enriches professional experience, and individual coaching ensures the improvement of learning quality in a personalized and contextual manner. The integration of these three dimensions demonstrates that PKB is positioned as a transformational strategy to enhance the quality of learning and teacher professionalism at the madrasah (Linda Darling-Hammond, Maria E. Hyler, and Madelyn Gardner, 2021). This is also consistent with OECD documentation (2023), which reports that 82% of teachers

participate in at least one formal professional development activity and 40% of teachers have produced scholarly papers or action research reports. This data indicates the presence of a developing academic culture within the madrasah environment.

Furthermore, regarding the indicators of professional culture development at MAN 1 Bandung, our findings reveal that the creation of a professional culture is holistic, encompassing the dimensions of leadership, collective reflection, internalization of values, and a recognition system. This indicates that the integration of these four elements fosters an organizational culture conducive to the continuous strengthening of teachers' professionalism (Hargreaves, Andy, 2023). Meanwhile, the creation of a professional culture at MAN 2 Bandung is collaborative, transparent, and innovative. The integration of learning communities, scholarly discussions, open evaluation, and digital transformation shapes an institutional culture that supports the sustainable professional growth of teachers. This cultural model reflects the character of a progressive, learning organization that is responsive to contemporary educational challenges (Alma Harris, 2020).

The implementation of strategies to enhance teacher professionalism at MAN 1 Bandung and MAN 2 Bandung through the principal's managerial approach has been effective and well-directed. The school principals have successfully integrated educational management functions into comprehensive teacher development practices. Thorough planning, efficient organization, participatory implementation, and quality-oriented supervision have been the key factors in the success of MAN 1 Bandung and MAN 2 Bandung in fostering teachers who are highly professional, religious, and adaptable to the changing times. This aligns with Mulyasa's (2023) principle that the effectiveness of madrasah leadership heavily depends on the principal's ability to distribute authority proportionally through a lean yet functional organizational structure. The synergy between thorough planning and quality-oriented supervision at MAN 1 Bandung and MAN 2 Bandung is manifested in disciplined and transparent daily management. Overall, managerial implementation at MAN 1 Bandung creates a well-organized work structure, supports teacher professionalism, and ensures effective and innovative learning through a planned and collaborative approach. These activities support the enhancement of pedagogical competencies and the consistency of teaching practices across all madrasahs (S. Hartono & Y. Lestari, 2025).

Overall, the implementation of entrepreneurship at MAN 1 Bandung and MAN 2 Bandung integrates innovative pedagogy, creative economy development, and digital literacy, enabling teachers to play an active role in creating a productive, collaborative, and innovation-oriented educational ecosystem that generates

economic value. The implementation of strategies to enhance teacher professionalism through entrepreneurship development at MAN 1 Bandung and MAN 2 Bandung has yielded significant results. Through four main programs—innovative teacher training, entrepreneurial madrasah, creative project collaboration, and the autonomy of the Madrasah Teachers' Working Group (MGMP)—the madrasahs have successfully encouraged teachers to become productive, creative, and self-reliant professionals. According to Mulyasa (2023), madrasah principals must be able to create an ecosystem that stimulates teacher creativity so that they do not get stuck in routine but continue to seek new breakthroughs relevant to the needs of the times. This approach is also in line with the vision of the madrasah as an educational institution that excels in academic competence while being strong in Islamic work ethic. Thus, the leadership of the madrasah principal in the field of entrepreneurship not only enhances teachers' professionalism in terms of performance but also fosters culture of innovation and self-reliance within the school environment. The implementation of these strategies has a positive impact on improving teachers' pedagogical and professional competencies, work discipline, and the quality of learning.

In addition, at both of these schools, the school principals also emphasized that social and spiritual values must be integrated into the classroom learning process. To that end, they encouraged teachers to focus not only on academic achievement but also on nurturing students' hearts and behavior. This approach is a manifestation of spiritual leadership that views education as a process of purifying the soul and fostering integrity. As emphasized by Tobroni (2024), spiritual leadership in education aims to awaken teachers' intrinsic motivation so that they teach with compassion and high dedication, ultimately touching upon students' emotional and spiritual aspects. This approach also aligns with the challenges of education in the modern era, where intellectual intelligence must be accompanied by strength of character. According to Nata (2025), educators in the madrasah environment have a moral responsibility to harmonize mastery of science and technology with noble moral values, so that the graduates produced are not only professionally competent but also possess a solid spiritual depth. Thus, the professionalism of teachers in madrasahs is measured by their ability to serve as role models (*uswah hasanah*) capable of transforming heavenly values into earthly behavior.

5. Comparison

The novelty of this study lies in the identification of the “Resilient Professionalism” model a model of teacher professionalism that emphasizes resilience and adaptability to changes in the curriculum, technology, and educational dynamics—which is fostered through the synergy between the spiritual and managerial leadership of the madrasah principal and the collective efficacy of teachers to achieve sustainable quality in Islamic education.

6. Conclusion

Strategies to enhance teacher professionalism are implemented through a contextual approach tailored to the characteristics and needs of each madrasah. At MAN 1 Bandung, the strategy is implemented through: Strengthening the teacher learning community, Digital innovation-based training, Reflective academic supervision, and Providing space for creativity in learning. Meanwhile, at MAN 2 Bandung, the strategy is implemented through: Structured and documented academic supervision, Strengthening work discipline, Performance monitoring based on administrative systems, and Integrating religious values into the work culture. The findings indicate that the success of strategy implementation is highly determined by the consistency of leadership, organizational communication, and the exemplary conduct of the madrasah principal in carrying out their core duties and functions. In other words, a good strategy is only effective when implemented consistently and with a focus on quality.

In practical terms, the findings of this study imply that: Madrasah principals need to strengthen their capacity for quality-based strategic leadership; academic supervision must be carried out consistently and be development-oriented, rather than merely monitoring; teacher professional development programs must be based on real and contextual needs; and a collaborative culture needs to be established as the primary foundation for building teacher professionalism.

This study has several limitations, namely: The study was conducted only at two public madrasahs in Bandung City, so the generalizability of the findings remains contextual. The approach used was qualitative, so the resulting conceptual model has not been quantitatively tested. External variables such as national policies, students’ socio-economic factors, and parental support have not been analyzed in depth in this study. These limitations open opportunities for future research to develop a more comprehensive model through quantitative or mixed-methods approaches in a broader madrasah context.

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