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Leadership-Based Quality Assurance Management in Islamic Educational Institutions

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Abstract: *This study investigates leadership-based quality assurance management in an Islamic educational institution, focusing on MAN 3 Tulungagung. The study aims to examine how leadership shapes quality assurance practices, influences institutional quality outcomes, and interacts with quality management processes. A qualitative case study design was employed to explore leadership practices and organizational dynamics within their natural context. Data were collected through semi-structured interviews, observations of institutional activities, and document analysis, followed by thematic analysis to identify patterns and relationships. The findings reveal that leadership plays a pivotal role in establishing structured quality assurance systems, aligning institutional vision with operational practices, and fostering a culture of accountability and continuous improvement. Leadership practices such as supervision, coordination, and professional support contribute to enhanced teaching quality, improved student engagement, and effective institutional management. The study also demonstrates an interconnected process in which leadership drives implementation, institutional processes sustain performance, and evaluation outcomes inform strategic refinement. These findings highlight the importance of leadership in sustaining effective quality assurance management within Islamic educational institutions.*

Keywords: *Leadership, Quality Assurance, Islamic Education, School Management, Institutional Performance.*

INTRODUCTION

Educational institutions are required to maintain high standards of quality in response to increasing expectations related to accountability, curriculum implementation, and student achievement. Systems of evaluation and public accountability place schools under continuous pressure to demonstrate measurable outcomes in teaching effectiveness, student performance, and institutional management. Quality assurance management emerges as a strategic mechanism that ensures institutional processes operate in a consistent and

structured manner. It provides a framework for setting standards, monitoring implementation, and evaluating outcomes in order to support continuous improvement. Leadership holds a central position in this process because it determines how quality assurance systems are interpreted and enacted within the institution. Leaders establish direction, allocate resources, and create conditions that enable quality standards to be translated into daily practices. Empirical research indicates that effective leadership contributes to school quality by strengthening organizational coherence and



supporting systematic improvement processes (Bush, 2015). Within Islamic educational institutions, the concept of quality extends beyond academic achievement and includes the integration of moral and religious values into teaching and organizational practices. Leadership in this context is expected to align institutional vision with both academic standards and ethical principles, ensuring that quality assurance reflects a holistic approach to education. This study addresses how leadership shapes quality assurance practices at MAN 3 Tulungagung.

Quality assurance management involves systematic and interconnected processes that include planning, implementation, monitoring, and evaluation. These processes are designed to ensure that institutional activities align with predetermined standards and contribute to the achievement of educational goals. Planning involves the formulation of policies, targets, and performance indicators that guide institutional direction. Implementation focuses on translating these plans into operational activities within teaching, administration, and student services. Monitoring provides ongoing observation of processes to ensure compliance with standards, while evaluation assesses outcomes and identifies areas for improvement. Leadership plays a critical role in coordinating these processes by ensuring that all stakeholders understand their responsibilities and work collaboratively toward shared objectives. Leadership also facilitates professional development activities that support teachers in meeting quality standards and improving instructional practices. Research highlights that leadership

influences the effectiveness of quality assurance systems by promoting a culture of accountability and continuous improvement within educational institutions (Chapman & Sammons, 2013).

In Islamic schools, quality assurance management is shaped by the need to integrate academic excellence with value-based education. Teachers are expected to deliver subject content while embedding moral and religious values in their instructional practices. This dual responsibility requires leadership that is able to guide teachers in balancing these dimensions. Leadership ensures that quality standards are not limited to measurable academic outcomes but also reflect character development and ethical behavior. At MAN 3 Tulungagung, leadership influences how quality assurance is interpreted and applied across various aspects of institutional life, including classroom instruction, administrative processes, and student development programs. Leadership actions such as supervision, feedback, and collaborative planning contribute to the effectiveness of quality assurance implementation. Teachers receive guidance that helps them align their instructional practices with institutional standards, while administrative staff ensure that documentation and evaluation processes are carried out systematically. Studies indicate that leadership plays a significant role in integrating values into quality assurance systems, which strengthens institutional identity and supports holistic educational outcomes (Arar & Oplatka, 2017). This study also examines how leadership influences institutional quality outcomes within this context.



Institutional quality outcomes reflect the effectiveness of quality assurance management in achieving desired educational goals. These outcomes are visible in teaching quality, student engagement, organizational efficiency, and overall school performance. Leadership contributes to these outcomes by creating conditions that support effective teaching and learning processes. Teachers who receive consistent support and guidance are more likely to implement structured instructional strategies, engage students actively, and assess learning effectively. Institutional management processes such as planning, coordination, and evaluation become more efficient when guided by clear leadership direction. A positive organizational culture that emphasizes accountability and collaboration further strengthens the achievement of quality outcomes. Evidence suggests that leadership has a direct and indirect influence on school performance by shaping both instructional practices and organizational processes (Hallinger & Lee, 2014).

The relationship between leadership and quality assurance management reflects a dynamic interaction within the institution. Leadership practices influence how quality assurance systems are implemented, while evaluation outcomes provide feedback that informs leadership strategies. This interaction creates a continuous cycle in which leadership drives improvement, organizational processes support implementation, and outcomes guide further development. Feedback obtained from monitoring and evaluation activities allows leaders to identify strengths and areas for improvement, enabling them to refine policies and practices. Teachers and staff also

use feedback to adjust their practices and enhance their performance. This cyclical process highlights the importance of alignment between leadership, quality assurance systems, and institutional goals. Sustainable institutional performance depends on the ability to maintain coherence among these elements. Research indicates that effective schools demonstrate strong alignment between leadership practices, organizational processes, and performance outcomes, which contributes to long-term improvement (Fullan, 2016).

In Islamic educational contexts, shared values play a significant role in strengthening the alignment between leadership and quality assurance management. Values such as integrity, responsibility, and commitment to learning influence how leadership is perceived and enacted within the institution. Teachers and staff are more likely to engage with quality assurance practices when they reflect shared moral and ethical principles. Leadership that embodies these values creates a sense of purpose that motivates individuals to contribute to institutional goals. This value-based approach enhances organizational cohesion and supports the sustainability of quality assurance systems. The integration of values into leadership and quality assurance practices ensures that institutional development is not only effective but also meaningful within the broader educational mission. Based on this background, this study further addresses how leadership and quality assurance management are interconnected within the institutional context of MAN 3 Tulungagung.

METHOD



This study employs a qualitative case study design conducted at MAN 3 Tulungagung to examine leadership-based quality assurance management within a specific institutional context. A qualitative approach is suitable for exploring complex social phenomena such as leadership practices and quality assurance processes because it allows the researcher to capture meanings, experiences, and interactions as they occur in natural settings. The case study design focuses on a bounded system, enabling detailed investigation of how leadership influences planning, implementation, monitoring, and evaluation within the institution. This design supports the development of rich and contextualized insights into the relationship between leadership and quality assurance management (Yin, 2018).

Participants in this study consist of the principal, teachers, and administrative staff selected through purposive sampling. The selection criteria emphasize individuals who are actively involved in leadership practices and quality assurance activities, ensuring that the data are relevant and information-rich. The principal provides insights into leadership vision, strategic planning, and policy implementation related to quality assurance. Teachers contribute perspectives on instructional practices, classroom implementation, and their experiences in meeting institutional quality standards. Administrative staff offer additional information related to documentation systems, planning processes, and evaluation mechanisms. This combination of participants enables a comprehensive understanding of how leadership and quality assurance are enacted across different roles

within the school. Purposeful sampling is appropriate in qualitative inquiry as it allows the selection of participants who possess direct experience relevant to the research focus (Creswell & Poth, 2018).

Data collection was conducted using multiple techniques to enhance depth and credibility. Semi-structured interviews were used to explore participants' perceptions and experiences related to leadership and quality assurance practices. This method provides flexibility while maintaining alignment with the research objectives. Observations of school activities were carried out to examine how quality assurance processes are implemented in daily practices, including meetings, supervision, and instructional activities. Document analysis involved reviewing institutional plans, quality assurance reports, and policy documents to understand formal structures and evidence of implementation. The use of multiple data sources supports triangulation and strengthens the validity of findings (Miles et al., 2014).

Data analysis followed a thematic approach involving several systematic stages. The process began with data reduction, where relevant information was organized and selected. Coding was then conducted to identify meaningful units related to leadership practices and quality assurance processes. These codes were grouped into categories and developed into themes that represent recurring patterns across the dataset. Interpretation focused on explaining relationships among themes and linking them to the research questions. Trustworthiness was ensured through triangulation of data sources and member checking, where participants reviewed the findings to confirm



their accuracy. These strategies enhance the credibility, dependability, and rigor of qualitative research (Nowell et al., 2017).

RESULTS AND DISCUSSION

1. Leadership and Quality Assurance Practices

Leadership at MAN 3 Tulungagung demonstrates a central role in shaping quality assurance practices through the establishment of clear standards, structured procedures, and consistent institutional direction. The principal articulates a vision that integrates academic excellence with institutional and religious values, creating a framework that guides all quality assurance activities. This vision is communicated through formal meetings, planning sessions, and daily interactions, enabling teachers and staff to understand expectations and align their practices accordingly. The presence of a clearly defined direction supports coherence in planning, implementation, and evaluation processes across the institution. Teachers report that leadership clarity reduces ambiguity in their roles and strengthens their ability to design instructional activities that meet institutional standards. Research indicates that leadership clarity and goal alignment contribute significantly to effective quality assurance by ensuring that institutional members share a common understanding of performance expectations (Sallis, 2014).

Leadership practices at the school are reflected in systematic supervision, monitoring, and coordination that guide the implementation of quality standards. The principal conducts regular supervision of instructional and administrative processes to ensure that activities are carried out in

accordance with established guidelines. Monitoring activities are supported by structured documentation, which provides evidence of implementation and facilitates evaluation. Teachers describe how supervision is not limited to inspection but includes constructive feedback that supports professional improvement. Feedback sessions create opportunities for reflection and adjustment of instructional practices, enabling teachers to improve lesson delivery, classroom management, and assessment strategies. These practices contribute to the development of a quality assurance system that is both structured and responsive to the needs of teachers. Empirical studies suggest that leadership involvement in supervision and monitoring enhances the effectiveness of quality assurance systems by promoting accountability and continuous improvement (Hoy & Miskel, 2013).

Coordination emerges as another important dimension of leadership in quality assurance practices. The principal ensures that planning, implementation, and evaluation processes are interconnected and aligned with institutional goals. Regular meetings and evaluation sessions serve as platforms for discussing progress, identifying challenges, and determining strategies for improvement. Administrative staff play a role in organizing documentation and ensuring that quality assurance processes are recorded systematically. This coordinated approach strengthens the integration of different institutional functions, creating a unified system that supports quality assurance. Teachers highlight that coordination facilitated by leadership enables them to work collaboratively and maintain consistency in implementing instructional



practices. Research highlights that effective coordination supported by leadership contributes to organizational coherence and strengthens institutional capacity for quality management (Lumby, 2019).

The implementation of quality assurance practices is also supported by structured documentation and evaluation mechanisms. Institutional plans, quality reports, and performance indicators provide a framework for monitoring progress and assessing outcomes. Leadership ensures that these documents are used not only for compliance purposes but also as tools for reflection and improvement. Teachers and staff engage with these documents during evaluation sessions, allowing them to identify areas that require attention and develop strategies for enhancement. This process strengthens the role of evaluation as part of continuous improvement rather than a routine administrative requirement. Studies indicate that data-informed decision-making supported by leadership enhances the effectiveness of quality assurance by linking evaluation results with strategic planning (Datnow & Hubbard, 2016).

A supportive leadership environment further encourages participation and collaboration in quality assurance activities. Teachers and staff are actively involved in discussions related to planning, implementation, and evaluation, which creates a sense of shared responsibility for institutional quality. Leadership fosters open communication and provides opportunities for individuals to contribute ideas and perspectives. Teachers report that participation in decision-making processes increases their understanding of quality standards and strengthens their commitment

to achieving institutional goals. This collaborative approach transforms quality assurance from a top-down process into a collective effort that involves all members of the organization. Evidence suggests that participatory leadership practices enhance organizational learning and contribute to more effective implementation of quality assurance systems (Harris, 2014).

Collaboration among teachers also supports the development of shared understanding regarding effective instructional practices. Through discussions, peer feedback, and joint planning activities, teachers exchange experiences and refine their approaches to teaching. Leadership facilitates these interactions by providing time, structure, and encouragement for professional dialogue. This collaborative environment contributes to the development of coherent instructional practices that align with quality standards. Teachers become more reflective in evaluating their work and more responsive to feedback from peers and leadership. Research indicates that collaborative professional environments supported by leadership strengthen the implementation of quality assurance by promoting collective responsibility and continuous improvement (Stoll et al., 2006).

The findings demonstrate that leadership at MAN 3 Tulungagung plays a critical role in shaping quality assurance practices through vision, supervision, coordination, and collaboration. Leadership practices create conditions that enable teachers and staff to engage actively in quality assurance processes while maintaining alignment with institutional goals. The interaction between leadership actions and organizational practices results in



a system that is structured, participatory, and responsive to improvement needs. Quality assurance becomes embedded in daily activities rather than functioning as a separate administrative process. This relationship highlights the importance of leadership in ensuring that quality assurance practices are effectively implemented and sustained within Islamic educational institutions.

2. Leadership and Institutional Quality Outcomes

Institutional quality at MAN 3 Tulungagung is closely shaped by leadership practices that emphasize supervision, professional support, and continuous improvement. The principal positions quality as a central priority by ensuring that instructional and organizational processes are aligned with institutional standards. Teachers describe how leadership provides clear expectations regarding lesson planning, classroom management, and assessment practices. This direction enables teachers to organize learning activities in a structured manner and maintain consistency across classrooms. Leadership involvement in supervision allows teachers to receive feedback that strengthens their instructional competence. Feedback is delivered through formal observation and informal dialogue, creating opportunities for reflection and improvement. Such practices contribute to the development of a professional environment in which teachers are motivated to enhance their performance. Empirical evidence shows that leadership focused on instructional improvement strengthens teaching effectiveness and contributes to overall school quality (Leithwood et al., 2008).

Improved instructional practices are reflected in the way teachers design and implement learning activities. Teachers demonstrate the ability to prepare lesson plans with clear objectives, appropriate sequencing, and relevant instructional strategies. Leadership guidance supports alignment between curriculum standards and classroom practices, ensuring that learning activities meet expected outcomes. Teachers also adopt varied teaching methods that encourage student participation, including discussion-based learning, collaborative tasks, and contextual approaches. These strategies enhance the effectiveness of instruction by promoting active engagement and deeper understanding among students. Students respond positively through increased participation, attentiveness, and involvement in classroom activities. This relationship between leadership and instructional practice highlights how leadership indirectly influences student learning through teacher performance. Research indicates that leadership contributes to student outcomes by shaping the conditions that support effective teaching (Sebastian & Allensworth, 2012).

Student engagement emerges as a key indicator of institutional quality outcomes. Observations at MAN 3 Tulungagung reveal that students are actively involved in classroom interactions, demonstrating interest in learning activities and willingness to participate in discussions. Teachers create learning environments that encourage interaction, inquiry, and collaboration, which contribute to meaningful learning experiences. Leadership supports these practices by encouraging teachers to adopt student-centered approaches and by



providing guidance on effective classroom management. Teachers report that leadership feedback helps them improve their communication with students and manage classroom dynamics more effectively. This supportive environment strengthens the connection between teaching practices and student engagement, resulting in improved learning experiences. Studies suggest that leadership plays a significant role in enhancing student engagement by influencing instructional practices and classroom environments (Robinson et al., 2009).

Institutional management processes also reflect the influence of leadership on quality outcomes. Planning, implementation, and evaluation activities are carried out in a structured and coordinated manner, ensuring that institutional goals are achieved efficiently. Leadership ensures that these processes are aligned with the school's vision and quality standards, creating coherence between strategic planning and daily operations. Teachers and administrative staff participate in planning and evaluation activities, which promotes transparency and shared accountability. Documentation systems support the monitoring of progress and provide evidence for evaluation. This structured approach enhances the effectiveness of institutional management and contributes to the achievement of quality outcomes. Research highlights that leadership contributes to organizational effectiveness by strengthening management processes and ensuring alignment between policy and practice (Bush & Glover, 2016).

Professional support provided by leadership plays a significant role in sustaining institutional quality. The principal

facilitates professional development activities that enable teachers to improve their pedagogical skills and adapt to changing educational demands. Teachers participate in workshops, mentoring sessions, and collaborative learning activities that enhance their competence and confidence. Leadership ensures that these activities are relevant to teachers' needs and aligned with institutional goals. Teachers report that professional support increases their ability to implement effective instructional strategies and respond to diverse student needs. Continuous learning becomes part of the institutional culture, contributing to sustained improvement in teaching quality. Evidence indicates that leadership-driven professional development enhances teacher effectiveness and supports long-term improvement in school performance (Opfer & Pedder, 2011).

The development of a culture that values quality and accountability further strengthens institutional outcomes. Leadership fosters an environment in which teachers and staff are committed to maintaining standards and improving performance. Open communication, collaboration, and shared responsibility characterize this culture, enabling individuals to work collectively toward institutional goals. Teachers demonstrate a strong sense of responsibility for their roles and actively engage in activities that support quality improvement. Leadership reinforces this culture by recognizing achievements, providing feedback, and encouraging continuous reflection. This cultural dimension ensures that quality assurance practices are sustained over time and embedded within institutional routines. Studies indicate that organizational culture



shaped by leadership significantly influences performance outcomes by promoting commitment and consistency (Deal & Peterson, 2016).

The findings demonstrate that leadership at MAN 3 Tulungagung contributes significantly to institutional quality outcomes through its influence on instructional practices, student engagement, management processes, and organizational culture. Leadership practices create conditions that enable teachers and staff to perform effectively while supporting student learning. Institutional quality emerges as a result of coordinated efforts guided by leadership that emphasizes supervision, support, and continuous improvement. This relationship highlights the importance of leadership in ensuring that quality outcomes are achieved and sustained within Islamic educational institutions.

3. Interconnection Between Leadership and Quality Assurance Management

The relationship between leadership and quality assurance management at MAN 3 Tulungagung reflects a continuous and interconnected process in which leadership practices, institutional systems, and performance outcomes influence one another in a dynamic cycle. Leadership does not function as a separate administrative role but becomes embedded in the processes that regulate planning, implementation, monitoring, and evaluation. The principal establishes direction through vision, policy, and expectations that shape how quality assurance is enacted across the institution. Teachers and administrative staff respond to this direction by implementing structured processes that reflect institutional standards. Evaluation results generated from these

processes provide information that supports leadership decision-making and refinement of strategies. This reciprocal interaction demonstrates that quality assurance is sustained through an ongoing relationship between leadership actions and institutional responses. Research indicates that leadership influences school improvement through iterative cycles of action, feedback, and adjustment that strengthen organizational learning (Hallinger & Heck, 2010).

Leadership vision becomes operational when it is translated into concrete institutional practices that guide daily activities. At MAN 3 Tulungagung, the principal articulates a vision that integrates academic quality with value-based education, creating a framework that informs quality assurance processes. This vision is reflected in structured planning activities, supervision mechanisms, and evaluation systems that ensure consistency in implementation. Teachers align their instructional practices with institutional standards by designing lesson plans, applying appropriate teaching strategies, and conducting assessments that reflect curriculum objectives. Administrative staff support these processes through documentation, coordination, and monitoring systems that ensure accountability. The translation of vision into practice creates coherence between institutional goals and operational activities, enabling quality assurance to function effectively. Studies show that alignment between leadership vision and institutional processes strengthens school effectiveness and supports sustained improvement (Day et al., 2011).

The role of feedback within this interconnected process is essential in maintaining continuous improvement.



Evaluation outcomes derived from classroom observations, performance assessments, and institutional reviews provide data that reflect the effectiveness of quality assurance practices. Leadership uses this information to identify strengths, address challenges, and adjust strategies to improve institutional performance. Teachers also engage with feedback by reflecting on their instructional practices and making necessary modifications to enhance learning outcomes. This feedback loop creates a system in which both leadership and practice evolve in response to evidence from implementation. The presence of structured feedback mechanisms strengthens accountability and ensures that quality assurance processes remain responsive to changing needs. Evidence suggests that feedback-informed leadership enhances organizational effectiveness by promoting reflection and data-driven decision-making (Earl & Katz, 2006).

Teacher practices function as a central link connecting leadership and quality assurance management. Leadership influences teacher behavior through supervision, guidance, and professional support, while teachers translate these influences into instructional practices that shape student learning experiences. At MAN 3 Tulungagung, teachers engage in structured planning, reflective discussions, and continuous improvement of their teaching methods. These practices reflect the integration of quality standards into classroom activities, ensuring that instructional processes align with institutional expectations. Teacher performance becomes a key indicator of quality assurance effectiveness, as it directly

influences student engagement and learning outcomes. Research highlights that leadership impact on school quality is mediated by teacher practices, emphasizing the importance of focusing on instructional processes as part of quality management systems (Robinson et al., 2008).

Organizational processes further strengthen the interconnected relationship between leadership and quality assurance management. Activities such as strategic planning, supervision, documentation, and evaluation provide a framework that supports the implementation of quality standards. Leadership ensures that these processes are coordinated and aligned with institutional goals, creating a structured system that supports consistency and accountability. Teachers and staff participate actively in these processes, contributing to a shared understanding of quality expectations and responsibilities. This participatory approach enhances commitment and strengthens institutional capacity to maintain standards. Structured organizational systems enable the institution to monitor progress, identify areas for improvement, and sustain quality over time. Studies indicate that leadership that integrates organizational processes with quality assurance systems enhances institutional effectiveness and supports long-term development (Bush, 2011).

The development of a responsive and adaptive quality assurance system is closely linked to the interaction between leadership and institutional practices. Leadership encourages flexibility and openness to change, allowing the institution to respond to emerging challenges and evolving educational demands. Teachers adapt their instructional strategies based on feedback



and student needs, while administrative processes are adjusted to improve efficiency and effectiveness. This adaptability ensures that quality assurance is not static but evolves in response to contextual conditions. Leadership plays a key role in facilitating this adaptability by promoting continuous learning, innovation, and collaboration among stakeholders. Research suggests that adaptive leadership practices contribute to organizational resilience and enable institutions to sustain improvement in complex environments (Klar & Brewer, 2013).

Alignment among leadership, quality assurance systems, and institutional goals emerges as a central element in sustaining this interconnected process. Leadership provides direction and establishes standards, quality assurance systems translate these standards into operational processes, and institutional outcomes reflect the effectiveness of implementation. When alignment is achieved, the institution operates as a coherent system in which all components contribute to shared objectives. At MAN 3 Tulungagung, this alignment is evident in the consistency between leadership expectations, instructional practices, and evaluation outcomes. Teachers and staff demonstrate a shared understanding of quality standards, which strengthens collaboration and enhances performance. Evidence indicates that alignment among organizational elements is essential for achieving sustainable quality improvement in educational institutions (Fullan, 2007).

The findings demonstrate that the interconnection between leadership and quality assurance management forms a foundation for continuous institutional

improvement. Leadership influences the design and implementation of quality assurance systems, while evaluation outcomes provide feedback that shapes future leadership strategies. This cyclical interaction supports learning, adaptation, and sustained development within the institution. Leadership acts as a driving force that connects vision, processes, and outcomes, ensuring that quality assurance remains effective and responsive. This relationship highlights the importance of leadership in building an integrated system that supports institutional effectiveness and long-term sustainability in Islamic educational contexts.

CONCLUSION

Leadership-based quality assurance management at MAN 3 Tulungagung demonstrates a strong contribution to institutional effectiveness through the integration of structured systems, clear direction, and collaborative practices. Leadership establishes standards that guide planning, implementation, and evaluation processes, ensuring that institutional activities are aligned with quality expectations. Teachers and administrative staff engage with these processes by improving instructional practices, maintaining documentation, and participating in evaluation activities. This alignment supports the development of a consistent and organized approach to quality assurance within the institution.

The influence of leadership on institutional quality outcomes is evident in the improvement of teaching effectiveness, student engagement, and management efficiency. Teachers implement structured lesson planning and interactive instructional



strategies that support learning outcomes. Students demonstrate active participation in classroom activities, reflecting the impact of effective teaching practices. Institutional processes become more coordinated and responsive as leadership ensures alignment between planning and implementation. A culture that emphasizes accountability and commitment to quality strengthens the sustainability of these outcomes.

The relationship between leadership and quality assurance management reflects a continuous and dynamic interaction within the institution. Leadership practices shape how quality assurance systems are implemented, while evaluation outcomes provide feedback that informs leadership strategies. This interaction creates a cycle of improvement in which institutional practices are continuously refined. Teachers and staff contribute to this process through reflection, collaboration, and adaptation of their practices. The presence of feedback mechanisms strengthens the capacity of the institution to respond to challenges and maintain performance.

Sustained institutional development depends on the ability to maintain alignment between leadership vision, quality assurance systems, and organizational practices. Leadership functions as a driving force that connects these elements and ensures their coherence. The findings indicate that effective leadership supports the development of a responsive and adaptive quality assurance system that promotes continuous improvement. This study highlights the importance of leadership in building a sustainable framework for quality assurance management that enhances

institutional performance in Islamic educational settings.

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