

IMPLEMENTATION OF STRATEGIC MANAGEMENT OF MADRASAH PRINCIPALS IN FORMING STUDENTS' INDEPENDENT CHARACTER (Case Study at MTs. Muhammadiyah Ciasmara, Bogor Regency) and MTs. Mathlaul Anwar 2 Bogor City)

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Abstract

The leadership of a Madrasah Principal is a crucial aspect of the educational process. Likewise, the Principals of MTs. Muhammadiyah Ciasmara in Bogor Regency and MTs. Mathlaul Anwar 2 in Bogor City play a central role in shaping the character of their students. Madrasah Principals hope that noble morals reflecting Islamic character will be instilled in their students. The focus of this research is developed in two focuses as follows: (1) How does the Principal of Madrasah develop a work environment to shape the character of students at MTs. Muhammadiyah Ciasmara, Bogor Regency and MTs. Mathlaul Anwar 2, Bogor City? (2) How does the Principal of Madrasah provide satisfactory services to shape the character of independence of students at MTs Muhammadiyah Ciasmara and MTs. Mathlaul Anwar 2, Bogor City? This research uses qualitative research, field research (field research). Data collection techniques used (1) Observation, (2) Interviews, (3) Documentation. In this research, the determination of research subjects uses the technique purposive sampling. In data collection, this study used Miles and Huberman's interactive model, namely: data collection, data reduction, data presentation, and conclusion drawing. In testing the validity of the data, the researcher used triangulation, namely source triangulation, method triangulation, and peer discussion. Researchers found various activities related to various self-development of students at MTs. Muhammadiyah Ciasmara, Bogor Regency and MTs. Mathlaul Anwar 2, Bogor City, namely: (1) That the Principal of the Madrasah in developing a work environment to form the character of independence of students at MTs. Muhammadiyah Ciasmara, Bogor Regency and MTs. Mathlaul Anwar 2, Bogor City First, Providing Motivation, second, Placement of teachers according to their competencies, third, Conducting a Personal Approach from the Madrasah Principal to Teachers, Fourth, Instilling spiritual values in the work environment. (2) The Head of Madrasah in providing satisfactory services to shape the character of students; First, cultivation of work discipline, Second, Professional Service, third, Awarding of awards to outstanding teachers, Fourth, Teacher involvement in madrasa activities, Fifth, Conduct academic supervision of teachers.

Keywords: *Madrasah Principal Leadership, and Student Independence Character*

1. INTRODUCTION

In running an education, strategic management is needed to play a significant role in achieving predetermined goals. The implementation of strategic management is not only applicable to the business world but can also be implemented in the world of education. Mulyadi (2001) views strategic management as a process carried out by leaders and their subordinates to formulate and implement strategies to provide the best value to realize the organization's vision. The role of leadership is very important in implementing strategic management, for example through leadership style within the organization.

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Leadership style is the attitude, gestures, or appearance chosen by a leader in carrying out their leadership duties. According to Karnawati and Priansa, leadership style is a consistent pattern of behavior demonstrated by a leader and recognized by others when the leader attempts to influence the activities of others. The principal's selection of the right leadership model will lead the school toward improving the quality of education. (Danim 2012)

The word of Allah SWT,

لَهُ مَعْقِبَتٌ مِّنْ بَيْنِ يَدَيْهِ وَمِنْ خَلْفِهِ يَحْفَظُونَهُ مِمَّنْ أَمَرَ اللَّهُ إِنَّ اللَّهَ لَا يَغَيِّرُ مَا
بِقَوْمٍ حَتَّى يُغَيِّرُوا مَا بِأَنْفُسِهِمْ وَإِذَا أَرَادَ اللَّهُ بِقَوْمٍ سُوءًا فَلَا مَرَدَّ لَهُ وَمَا لَهُمْ مِّنْ
دُونِهِ مِنْ وَّالٍ ﴿١١﴾

Meaning: “For man are angels who follow him in turns, in front of him and behind him, guarding him by Allah’s command. Indeed, Allah does not change the condition of a people until they change what is in themselves. And when Allah wills evil for a people, there is none who can avert it; and besides Him they have no protector.” (QS 13:11). Every educational institution is expected to have a positive advantage, such as the habits carried out by students in the educational institution, to differentiate the educational institution from other educational institutions. So that the institution has the uniqueness/advantages promised to the community as consumers of education. Therefore, in order to improve the quality of education, in addition to being carried out structurally, it needs to be accompanied by a cultural approach or habituation. This habituation model encourages and provides space for students in theories that require direct application, so that heavy theories can be light for students if they are often done. Such as getting students used to being actively involved in the learning process, getting them used to always performing prayers (obligatory/sunnah), and doing positive things in everyday life.

The habituation of Islamic activities is not created by itself, but requires habituation in a relatively long time and also requires guidance from educators and also requires the creativity of the principal in mobilizing the habituation. Regarding the leadership style of the principal at MTs Mathlaul Anwar 2 Bogor City. it is known that the principal is used as an example in building school comfort, in addition the principal can also organize teacher activities in a directed manner, making it easier for teachers to carry out the programs held and instill student character, the principal as a mobilizer and facilitator of student character formation, the large number of students and having different personalities is the main trigger for the principal in character formation

through habituation, obstacles in forming student character that still often occur are due to the lack of awareness in students of their responsibilities and discipline as students.

In addition, achievements in the extracurricular field are always achieved by students at MTs Mathlaul Anwar 2 Bogor City and MTs Muhammadiyah, one of the extracurriculars that continues to receive awards is Calligraphy, 3D Islamic Mading, Da'I, MTQ and LCCI. Not only in terms of the program, the principal of MTs Madrasatul Qur'aniyah Sandik also has good hereditary charisma. Because the principal has parents who are respected or influential in the community. So, the influence of the principal is very influential on the leadership that is currently being carried out at MTs Mathlaul Anwar 2 Bogor City and MTs Muhammadiyah Ciasmara Bogor Regency. Both of these mass organization-based schools have unique characteristics in forming students to have independence through habituation

ISMUBA Program

The ISMUBA (Islam, Muhammadiyah, and Arabic) program is a hallmark of Muhammadiyah education, aiming to equip students with a deep understanding of Islam, insight into Muhammadiyah's history and values, and Arabic language skills. This program plays a crucial role in shaping students' character, grounded in noble morals, superior intellect, and commitment to religion and the Muhammadiyah organization.

The ISMUBA program in schools extends beyond classroom learning to include the development of attitudes, skills, and extracurricular activities that support the formation of Islamic morals and character. Through this program, schools are expected to produce a generation that is intelligent, virtuous, and socially minded.

Building Character Through Assembly Activities

Character education is education that prioritizes the essence and meaning of morals and ethics so that it can shape the character of good students. At MTs. Mathla'ul Anwar 2 Bogor City, MTs. Mathla'ul Anwar 2 Bogor City, one of the things that is formed is the character of students who have noble character.

One of the routine activities to shape students' character is the Assembly activity. The Assembly is a routine activity carried out every day, from Monday to Friday. Students from grades VII (seven) to IX (nine) gather at the Mosque and it is held at 06:45 - 07:45 WIB.

The aim of the daily Assembly activities is to accustom students to reading the names of Allah SWT, reading the Qur'an, praying Duha and other habits related to discipline, honesty, togetherness and exemplary behavior.

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The Assembly activity was led by the HOD Islamic and Arabic, starting with each class sitting together and starting with reading Asma'ul Husna, reading the Qur'an, memorizing prayers, English and Arabic speeches in turns carried out by students, motivation from Ustad Ustadzah, Duha prayer, announcements from the school and ending with greetings between students and teachers/ustad ustadzah).

2. IMPLEMENTATION METHOD

This dissertation research uses a phenomenological qualitative approach, because the qualitative approach has characteristics including: having an actual setting, the researcher is the key instrument, the data is usually descriptive, emphasizing the process, the data analysis is inductive, and the meaning of each event is an essential concern.

Phenomenological, because it is in accordance with the research objectives, namely describing social events in society to reveal real events in the field and can also reveal hidden values, is more sensitive to descriptive information and tries to maintain the integrity of the object being studied.

The research approach used is qualitative, the definition of a qualitative approach is an approach in conducting research that is oriented towards natural phenomena because of this orientation, its nature is naturalistic and fundamental or natural and is not carried out in a laboratory but must go into the field.

In this research, the type of data used is qualitative. This research is used to investigate, discover, describe, and explain the qualities or characteristics of social influences that cannot be explained, measured, or depicted using qualitative approaches.

3. RESULTS AND DISCUSSION

GENERAL DESCRIPTION OF RESEARCH BACKGROUND

1. Profile of Mts Muhammadiyah Ciasmara

Table 4.1 Madrasah Profile

Madrasah Name	Muhammadiyah Ciasmara Pamijahan Islamic Junior High School
No Head Madrasah	Kholis Lismawati, S.Pd
Employee Status	GTY (Non-PNS)

No SK	285/KEP/III.0/D/2021
Decree Date	17 July 2021
Old NSS	212320303023
New NSS/NPSN	121232010129/20277592
Address	Jl. KH Abdul Hamid KM 15 Ciasmara Village RT 01/06 Pamijahan Bogor Regency 16630
Madrasah Status	Private
Accreditation Status	Accredited A (Score 93)
No SK	064/BAN-PDM/SK/2023
Accreditation Date	26 September 2023
Number of Buildings	1
Number of Classes	15
Land Status	Belonging to the Muhammadiyah Association
Surface area	1.292 M
Building area	471 M
Yard Area	240 M
Ceremony Lap Area	200 M
Sports Field Area	200 M
Fence Area	-
Garden Area	-

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A Brief History of the Establishment of Mts Muhammadiyah Ciasmara

Realizing the importance of the role and responsibility of the government and the community in Ciasmara Village, Cibungbulang District (now Pamijahan), the Muhammadiyah Association as a community organization on July 14, 1985 founded MTs Muhammadiyah Ciasmara, then on July 8, 1985

In December 1987, the Muhammadiyah Education and Culture Council issued the Charter for the Establishment of Muhammadiyah Institutions No. 2836/11-68/JB/1987, which served as the deed of establishment of Muhammadiyah Institutions. Then, on March 31, 1989, the Elementary and Secondary Education Council issued Decree No. 247/E4/SK-MPKD/89, which was then issued on February 27, 1992 by the Regional Office of the Department of Religion of the Province of Muhammadiyah.

West Java issued a Decree of the Head of the Regional Office of the Department of Religion of West Java Province No. Wi/I/HK/008/171/1992 concerning the granting of charters to private madrasahs.

Accreditation Activities of Muhammadiyah Ciasmara Islamic Junior High School

1. In its development, on July 15 2014, MTs Muhammadiyah Ciasmara received accreditation status A (Score 89) with the number 02.00/169b/BAP-SM/VII/2014 berlaku s/d tahun 2021
2. Then on December 8, 2021, it again received an A (grade 91) with No. 1346/BAN SM/SK/2021 valid until December 31, 2022
3. Then on November 30, 2022, it again received an A (grade 92) with the number 1857/BAN –SM/SK/2022 which is valid until January 1, 2024.
4. The last accreditation was held on September 4-5, 2024, with an A (Grade 93) with BAN-PDM Decree Number. 064/BAN- PDM/SK/2023

Vision and mission

1. The vision of Mtss Muhammadiyah Ciasmara, Pamijahan District, Bogor Regency is "To create a Madrasah with an Islamic generation that has noble morals, is disciplined, achieves, and...progress according to Faith and Taqwa"

Indicators:

Practicing the true and consistent values of Islamic teachings.

Behave in an Islamic manner and have firm faith

Be a good role model for all madrasa residents, teachers, parents and the community.

Implementing rules and values of discipline for students who are members of the madrasah

Superior in academic and non-academic performance, competitive, faithful and pious

Organizing and developing education to produce students who have progressive insights

To produce students who are able to actively participate in the social life of society

2. Mission and Goals of Mts Muhammadiyah Ciasmara, Pamijahan District

Bogor Regency

- Cultivating a religious environment and behavior by practicing and internalizing the values of Islamic teachings through habituation activities.
- Implementing the learning and guidance process effectively, so that students and teachers can develop optimally, according to their potential.
- Intensively cultivate a spirit of achievement among all citizens
- Madrasah.
- Cultivating appreciation for the teachings of religion and national culture so that a generation of good role models is created.
- Motivate students according to their potential, so that they can develop optimally.
- Making students into assets and cadres of the community
- Cultivate and develop the potential, interests and talents of students
- Creating a clean, healthy and conducive school environment
- Producing students who have the competence to memorize and understand the Al-Quran
- Building good cooperation with all madrasa residents and
- Madrasah Committee.

Organizational Structure

1) Head of the Muhammadiyah Ciasmara Islamic Junior High School

- Drs. Wawan Munawar Kholil (1985-2003)
- Ujang Kosasih (2003-2008)
- Ade Wahyudin, S.Ag (2008-2017)
- Kholis Lismawati, S.Pd (2017-2025)

2) Educators and Education Personnel

There are 27 teachers/educators, 2 teaching staff, 1 security guard, and 1 officer.

Cleanliness

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Extracurricular Activities

- Tahfiz
- Read and Write the Qur'an (BTQ)
- Missionary Soul Building

Hopes from Mts Muhammadiyah Ciasmara

"Hopefully, this madrasah can continue to provide and teach the best in accordance with its vision and mission, and can improve learning programs so that students become more active, independent, and even better."

2. Profile of Mts Mathla'ul Anwar 2, Bogor City

A Brief History of Mts Mathla'ul Anwar 2, Bogor City

MTSS Mathla'ul Anwar 2 Bogor City was established in 1996, and is located in the same complex as MI Mathla'ul Anwar which is located at Kp Kukupu RT 001 RW 007 Kel.

Cibadak, Tanah Sareal District, Bogor City, then in 2000 MTSS Mathla'ul Anwar 2 Bogor City moved its location to Jl. KH. Sholeh Iskandar Tamansari Persada Pabuaran RT 005 RW 003 Cibadak Village, Tanah Sareal District, Bogor City until now.

MTSS Mathla'ul Anwar 2 Bogor City was founded by Mr. KH. Mohamad Hasan as the Chairman of the Mathla'ul Anwar Islamic Education Foundation which has now changed its name to the Mathla'ul Anwar Kukupu Foundation and appointed Mr. H. Taufiqurahman, M.Pd.I as the first head of the madrasah, namely from 1996 to 2020 and replaced by Mr. Muhammad Saiful Asy'ari, S.Th.I, namely from 2021 until now.

Vision and mission

1) Everyone

"Creating students who are faithful and pious, have noble morals, are knowledgeable, do good deeds, and are creative and innovative."

2) Mission

- Implementing the values of Islamic teachings correctly and consistently
- Implement the improvement of capable and virtuous human resources
- Implementing the development of adequate community facilities
- Implement the improvement of academic and non-academic performance evaluation



- Improve the effectiveness of learning and guidance optimally
- Improving the professionalism and competence of teaching and education staff
- Improving optimal services for all madrasa residents, both facilities and infrastructure 147 community
- Cultivating the spirit of excellence among madrasa residents in their work and dedication

Madrasah Profile

Madrasah Name: MTs MATHLA'UL ANWAR 2

Address: Street/Department: KH. Sholeh Iskandar Street, Tamansari Persada, Pabuaran

RT 005 RW 003 Cibadak Subdistrict

District/City: Tanah Sareal, Bogor City

Phone/Mobile No.: (0251) 7532802 HP. 089697551008

Foundation Name: Mathla'ul Anwar Kukupu Foundation

DECISION OF THE MINISTER AND HUMAN RIGHTS

REPUBLIC OF INDONESIA

NUMBER: AHU – AH.01.06-0023696 Year 2021

Notarial Deed No. 20 – April 7, 2021

DHEASY SUZANTI, SH., M.Kn.

Foundation Address: Kukupu Village, RT 001, RW 007, Cibadak Sub-district

Tanah Sareal District, Bogor City

Email : yayasanmathlaulanwarkukupu@gmail.com

NSM / NPSN: 121232710027 / 20279523

Establishment Permit: 457/SKP-IO/2016

Operational Permit: 1275 of 2016

Year founded: 1996

Year of operation: 1996

Accreditation Status: B

Number of Classes: 10

Number of Students : 297

Number of Teachers: Male : 9, Women: 7

Madrasah Environmental Conditions

1. Supporters

- High student interest in learning
- The support of parents, teachers and the community plays a large role.
- The Madrasah environment is safe, healthy and calm

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- Madrasah accreditation B
- 2. Weaknesses
 - Parents' economic situation is less supportive
 - Limited funding allocation means that quality improvement programs are running slowly.
 - Madrasah facilities and infrastructure are not yet complete

General Guidelines for Madrasah Principal Administration

In the administration of Madrasah Tsanawiyah, data recorders can be grouped into:

1. Teaching Program Administration;

Administration of teaching programs requires uniformity to facilitate administration. To make it easier, a format is created that has the following code:

- Administrative Affairs
- Student Administration

2. The student administration books of Madrasah Tsanawiyah Mathlaul Anwar 2 Kota Bogor consist of several types and each type uses a format that has the following code:

Table 4.4 Student Administration Book

NO	Student Program
1	New Student Registration
2	Scholarships (BSM, NAD, Kota, BOS and Baitul Mal)
3	Student Certificate
4	Letter of Transfer From
5	Letter of Transfer to
6	Parental Summons Letter
7	Degree Replacement Letter
8	Student Transfer Value
9	Kleper Book
10	Bimpen Book
11	Student Attendance Recap
12	Alumni Book
13	Student Achievement Book

14	Student Certificate
15	Phbi
16	Library
17	Committee
18	Ppl
19	Diploma Archives 2006 to Present

Madrasah Principal's Strategy in Improving Teacher Performance Development for Learning at Madrasah Tsanawiyah in Bogor Regency.

A leader, in this case the principal, must be able to inspire strong will, enthusiasm, and confidence in teachers and staff as they carry out their respective duties. A good leader constantly seeks the best ways to influence members of their organization.

The performance of teachers at the three madrasahs is still less than optimal according to the author's observations, including: there are still many teachers who show an attitude of not being serious in teaching, educating and training.

According to the author's analysis, there are differences in research studies in different methods, data collection techniques, types of research, objects, and locations. In the results of research on the strategies of Madrasah Principals in developing teacher performance towards learning in Madrasah Tsanawiyah in Bogor City and Regency, there is a reciprocal relationship of mutual assessment and being assessed between Madrasah Principals and teachers in terms of developing learning in Madrasah Tsanawiyah in Bogor City and Regency.

Based on findings in the field, the strategy criteria in the 2 madrasahs according to the researcher are different but have more similarities such as the Principal of Madrasah accepts that supervision is the most effective way to assess teacher performance towards learning development in Madrasah Tsanawiyah Kota and Kabupaten Bogor. However, the author's experience in the field found that teachers prepare themselves and learning tools such as lesson plans, media, methods, evaluations, worksheets, tools, classrooms, classroom layout, and student seating arrangements, prepared very thoroughly when the Principal will supervise the class. However, after the class supervision is carried out, the teachers return to carrying out the teaching and learning process as usual without preparing as if they were going to be supervised.

To prevent this from happening again, action is needed to determine or assess the effectiveness of the strategy's implementation. Therefore, a further step is needed, namely evaluating the strategy that has been implemented by carrying out the following activities:

1. Reviewing internal and external factors that are the basis of existing strategies.

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2. Assessing strategy performance.
3. Take corrective steps.

The author also found that the right of objection from teachers regarding strategies programmed by the Madrasah Principal had been realized if they did not suit the needs of the Madrasah. Previously, most teachers were reluctant to criticize the Madrasah Principal because there was still a hierarchy between leaders and subordinates.

So the results of this study can be called "The strategy of the Madrasah Principal in developing teacher performance towards learning in Madrasah Tsanawiyah Kota and Kabupaten Bogor in the form of effective supervision of teachers and a reciprocal relationship of mutual assessment and being assessed between the Principal.

Madrasah and teachers to carry out the vision and mission that have been mutually agreed upon."

DISCUSSION

1. Strategic Management The principals of organization-based Madrasahs, in developing student independence at MTs Muhammadiyah Ciasmara in Bogor Regency and MTs Mathlaul Anwar 2 in Bogor City, implemented a transformational strategy, specifically one that focuses on motivating and informing subordinates, particularly when the organization is undergoing major changes. This strategy was planned through periodic supervision of educators using classroom visits.

Then based on the results of observations related to teacher performance in two madrasahs, it still needs to be improved. There are still many teachers who show a lack of serious attitude in teaching, educating and training, many teachers still come late, teachers do not come to class and only give assignments, Isniati & M. Fajriyansyah, *Strategic Management: Essence of Concepts & Theories* (Yogyakarta: ANDI, 2019), p. 3, subject teachers do not match the discipline they have, and teachers tend to be lazy.

Many previous studies have been conducted, such as one that found that the leadership and work motivation of Madrasah Principals are closely correlated with teacher performance in mastering pedagogical, professional, personal, and social competencies (Iskandar, 2013). Furthermore, research by Adams et al. also reviewed a number of literature regarding the challenges faced by Madrasah Principals. The results revealed three main themes: personal challenges, Madrasah context, and stakeholders.

2. Leadership Style The Head of a Madrasah based on mass organizations in the form of student independence at MTs Muhammadiyah Ciasmara, Bogor Regency and MTs Mathlaul Anwar 2, Bogor City. Has implemented the main roles of the Principal:

1. Educator (educator)
2. Manager

3. Inhibiting and supporting factors of strategic management The role of the head of a mass organization-based madrasah in shaping the character of student independence at MTs Muhammadiyah Ciasmara, Bogor Regency and MTs Mathlaul Anwar 2, Bogor City. Based on findings in the field, the strategy criteria in the two madrasahs according to researchers are different but have more similarities, such as the Madrasah Principal accepting that supervision is the most effective way to assess teacher performance towards learning development at Madrasah Tsanawiyah Kota and Kabupaten Bogor. However, the author's experience in the field found that teachers prepare themselves and learning tools such as lesson plans, media, methods, evaluations, worksheets, tools, classrooms, classroom layout, and student seating arrangements, prepared very thoroughly when the Madrasah Principal will supervise the class. However, after the class supervision is carried out, the teacher returns to carrying out the teaching and learning process as usual without preparing as if they were going to be supervised.

towards the future/visionary, able to create a good and caring madrasa climate

The strategic management of the Madrasah Principal based on mass organizations in the form of student independence character at MTs Muhammadiyah Ciasmara, Bogor Regency and MTs Mathlaul Anwar 2, Bogor City, applies a transformational strategy, namely a strategy that is more directed at motivating and providing information to subordinates, especially when the organization is undergoing major changes. This strategic planning is carried out by conducting periodic supervision of educators using the class visit method.

Teachers' understanding of the performance of the Madrasah Principal can be seen from the effectiveness of the principal's duties and functions in preparing madrasah planning for various levels of planning. Teachers' expectations of the Madrasah Principal's performance still have many things that need to be improved by the Madrasah Principal. Teachers want a Madrasah Principal who is truly capable of improving the quality of education in the madrasah he leads, furthermore, a Madrasah Principal who has an international outlook is also something that is highly expected by teachers, then what is very important to be considered by the Madrasah Principal is being future-oriented/visionary, being able to create a good madrasah climate and caring for his subordinates and being equally willing to take responsibility.

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Then based on the results of observations related to teacher performance in three madrasas, it still needs to be improved. There are still many teachers who show a lack of serious attitude in teaching, educating and training, many teachers still come late, teachers do not come to class and only give assignments, Isniati & M. Fajriyansyah, Strategic Management: Essence of Concepts & Theories (Yogyakarta: ANDI, 2019), p. 3, subject teachers do not match the discipline they have, and teachers tend to be lazy.

The leadership style of the Madrasah Principal based on mass organizations in the form of student independence at MTs Muhammadiyah Ciasmara, Bogor Regency and MTs Mathlaul Anwar 2, Bogor City. Has implemented the main role of the Principal:

1. Educator (educator)
2. Manager

Inhibiting and supporting factors of the strategic management of the madrasah principal based on mass organizations in shaping the character of student independence at MTs Muhammadiyah Ciasmara, Bogor Regency and MTs Mathlaul Anwar 2, Bogor City. Then, based on the results of observations related to the performance of teachers at the two madrasahs, it still needs to be improved. There are still many teachers who show a lack of seriousness in teaching, educating and training, many teachers still arrive late, teachers do not come to class and only give assignments, 74 Isniati & M. Fajriyansyah, Strategic Management: Essence of Concepts & Theories (Yogyakarta: ANDI, 2019), p. 3, subject teachers do not match their disciplines, and teachers tend to be lazy. Meanwhile, the supporting factor is that in both Madrasah Tsanawiyah, the reciprocal relationship of mutual assessment and assessment between the Madrasah Principal and teachers has been going on for a long time, so that it is able to lead the madrasah towards the vision and mission that has been mutually agreed upon which is implemented in the form of achievements of each madrasah.

5. CONCLUSION

1. The strategy of the madrasah principal in shaping the religious character of students and the teacher's understanding of the performance of the Madrasah Principal can be seen in the effectiveness of the principal's duties and functions in preparing madrasah planning for various levels of planning. Teachers' expectations of the performance of the Madrasah Principal still have many things that need to be improved by the Madrasah Principal. The teachers want a Madrasah Principal who is truly able to improve the quality of education

in the madrasah he leads, then a Madrasah Principal who has an international outlook is also something that is highly expected by teachers, then what is very important to be considered by the Madrasah Principal is being future-oriented/visionary, being able to create a good madrasah climate and caring for his subordinates and being equally willing to take responsibility.

2. The leadership style of the Madrasah Principal based on mass organizations in the form of student independence at MTs Muhammadiyah Ciasmara, Bogor Regency and MTs Mathlul Anwar 2, Bogor City. Has implemented the main role of the Principal: Namely as an Educator (educator) and Manager In implementing character education, the role of educators and staff is essential to optimize the achievement of school programs. In this regard, the principal's role in providing direction to educators and staff is crucial. The principal's firmness when providing direction is necessary to demonstrate seriousness and a strong desire to ensure that school programs are implemented effectively by each teacher and supported by staff. In addition to firmness, the principal must also be able to nurture and maintain good relationships with teachers, staff, students, and parents.
3. Inhibiting and supporting factors of strategic management of the head of a mass organization-based madrasah in forming the character of student independence at MTs Muhammadiyah Ciasmara, Bogor Regency, and MTs Mathlul Anwar 2, Bogor City. To further optimize character education, teachers collaborate with parents to educate their children to be better. This is done in two ways: first, teachers create a WhatsApp group for parents to provide information on school programs as a form of outreach, and second, teachers conduct vocational programs, namely visits to the homes of students' parents to interact intensively with parents regarding students' academic progress. Thus, character education is a conscious effort undertaken by the school.

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