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**THE ROLE OF THE HEADTEACHER IN THE DEVELOPMENT OF
ACADEMIC AND NON-ACADEMIC ADMINISTRATION
AT MIN 20 ACEH BESAR**

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ABSTRACT

This study aims to analyse the role of the headteacher in the development of academic and non-academic administration, evaluate its implementation, and identify the challenges faced at MIN 20 Aceh Besar. The study employed a qualitative approach using the case study method. Data were collected through observation, in-depth interviews, and documentation involving the headteacher, teachers, and educational support staff, and were subsequently analysed using qualitative descriptive methods through data reduction, data presentation, and drawing of conclusions, with data validity ensured through triangulation of sources and techniques. The research findings indicate that the headteacher plays a strategic role as a leader, manager and supervisor in the development of both academic and non-academic administration, encompassing planning, teacher development, supervision of learning administration, as well as the management of student affairs, facilities and infrastructure, finance, and community relations. Administrative processes at the madrasah are carried out in a fairly orderly and structured manner, characterised by the completeness of learning documents, the management of student data, archiving, and the systematic management of facilities, infrastructure and finances. Nevertheless, the headteacher still faces challenges in the form of limited administrative competence among some teachers and educational staff, sub-optimal facilities and infrastructure, the headteacher's heavy workload, and budgetary constraints. This study concludes that the success of developing academic and non-academic administration at MIN 20 Aceh Besar is highly dependent on the leadership of the headteacher, who must be adaptive, collaborative and focused on improving the quality of education.

Keywords: headteacher; academic administration; non-academic administration; educational leadership

INTRODUCTION

Educational administration is a vital component of the delivery of education as it forms the foundation for achieving learning objectives effectively, efficiently, purposefully and sustainably. The success of an educational institution is determined not only by the quality of learning activities within the classroom but is also influenced by the orderliness of the administrative system that supports all educational activities. Well-managed administration enables every programme to be planned systematically, implemented in line with objectives, monitored in a measurable manner, and evaluated for future improvement. In the context of madrasahs, administrative management encompasses two main areas: academic administration and non-academic administration. (Suharna, 2024)

Academic administration is directly related to the learning process. Its scope includes curriculum management, the preparation of the academic calendar, lesson

planning, the organisation of timetables, the conduct of assessments, and the documentation of pupils' learning outcomes. Academic administration also covers the provision of teaching resources for teachers, such as annual programmes, term programmes, teaching modules, teaching journals, assessment instruments, and pupil progress reports. All these documents are not merely formal requirements but serve as tools for controlling and improving the quality of learning. Therefore, their management must be based on the principles of effectiveness, efficiency, accountability, orderliness and sustainability (Safitri, 2018)

Meanwhile, non-academic administration encompasses various supporting activities that enable the educational process to run in an orderly and optimal manner. This area covers student management, staff management, facilities and infrastructure, finance, general administration, the madrasah's relations with the community, and extracurricular activities. Student management, for example, begins with the admissions process, data recording, discipline guidance, meeting students' needs, and continues through to graduation. Staff administration relates to the allocation of duties, competence development, performance appraisal, and the professional development of both teaching and non-teaching staff. Facilities and infrastructure administration, as well as financial administration, are necessary to ensure the availability of facilities and funding that support educational activities in a transparent and accountable manner. Extracurricular activities also play a vital role as they serve as a platform for developing pupils' talents, interests, potential, skills and character outside the intracurricular learning process (Rohaenah, 2019)

In the development of these two areas of administration, the headteacher of a madrasah occupies a highly strategic position. The headteacher not only acts as a formal leader but also as a manager, administrator, supervisor, innovator, motivator and policy-maker. As a professional educator entrusted with the additional responsibility of leading the madrasah, the headteacher is responsible for the delivery of educational activities, administrative management, the development of teaching and non-teaching staff, and the creation of a conducive learning environment (Mulyasa, 2013). Consequently, the administrative orderliness of a madrasah is greatly influenced by the headteacher's ability to plan, organise, direct, coordinate and supervise each programme.

Educational leadership is essentially a leader's ability to influence, motivate and guide the school community so that they are willing to cooperate in achieving educational objectives through a planned and sustainable process (Fattah, 2012). To fulfil this role, the headteacher must possess personal, managerial, entrepreneurial, supervisory and social competencies as stipulated in Ministry of Education Regulation No. 13 of 2007. These competencies are necessary to enable the headteacher to formulate policies based on the institution's needs, develop realistic programmes, utilise available resources effectively, and carry out consistent monitoring and evaluation. In Islamic education, the leadership of madrasah heads must also be

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grounded in the values of trustworthiness, justice, responsibility, honesty, consultation, and exemplary behaviour or *uswah hasanah* (Yulista et al., 2020)

In the academic sphere, the headteacher plays a role in formulating policies, coordinating the implementation of the curriculum, monitoring the completeness of teachers' administrative records, and carrying out academic supervision. Academic supervision is a systematic effort to help teachers improve their professional competence and the quality of their teaching (Wahjosumidjo, 2010). Supervision should not only be directed at identifying shortcomings, but also at providing guidance, feedback, support, and solutions to the problems faced by teachers. In non-academic areas, the headteacher is responsible for ensuring that the management of pupils, educational staff, finances, facilities and infrastructure, administration, public relations, and extracurricular activities runs in an orderly and transparent manner, in line with the madrasah's needs.

The fulfilment of these responsibilities can be supported by the application of several leadership models. Transformational leadership emphasises the madrasah head's ability to build a vision, provide inspiration, drive change, and empower the madrasah community (Bass & Riggio, 2006). Participative leadership creates opportunities for teachers and educational staff to be involved in planning and decision-making, thereby fostering a sense of ownership and shared responsibility (Yukl, 2013). Managerial leadership emphasises the systematic execution of the functions of planning, organising, implementing, and controlling (Robbins, 2014). These three models need to be applied in an integrated manner in accordance with the conditions and needs of the madrasah. (Tahrim, 2020)

MIN 20 Aceh Besar, as an Islamic primary education institution, is required to provide high-quality, well-organised and accountable education. Therefore, the development of academic and non-academic administration is essential to ensure the smooth running of the entire educational process. However, in practice, various obstacles may still be encountered, such as limited human resource competencies, a lack of facilities and infrastructure, sub-optimal use of technology, irregular documentation, and weak coordination and supervision. These conditions necessitate an empirical study to obtain an objective picture of the role of the madrasah head and the implementation of administration in the field.

Based on the above, this study aims to analyse the role of the madrasah headteacher in developing academic and non-academic administration, to evaluate the implementation of these two areas of administration, and to identify the various obstacles faced by the headteacher at MIN 20 Aceh Besar. The research findings are expected to serve as a basis for evaluation and recommendations aimed at improving the quality of leadership, administrative governance, and the standard of educational provision at the madrasah

. RESEARCH METHODOLOGY

This study employs a qualitative approach using the case study method to gain an in-depth understanding of the role of the madrasah headteacher in the development of academic and non-academic administration at MIN 20 Aceh Besar. This approach was chosen because the focus of the study is on the processes, practices, and dynamics of administrative management, which are contextual and complex in nature.

The research subjects comprised the headteacher as the primary informant, teachers, and educational staff directly involved in the implementation of academic and non-academic administration, with the research object being the madrasah's administrative management systems and practices. Informants were selected using purposive sampling, namely by choosing individuals with significant experience and roles in madrasah administrative management.

Data were collected using three techniques: (1) observation of academic and non-academic administrative management practices, including filing, the management of learning documents, and facilities and infrastructure; (2) in-depth interviews to explore the perspectives of madrasah heads, teachers and educational staff regarding their roles, strategies and constraints in administrative development; and (3) documentation in the form of official madrasah documents such as student registers, attendance records, financial reports, learning programmes and archives of non-academic activities.

The data were analysed using qualitative descriptive methods in three stages: data reduction, data presentation, and drawing conclusions. The validity of the data was ensured through triangulation of sources and data collection techniques, so that the research findings reflect the actual conditions at MIN 20 Aceh Besar.

RESULTS AND DISCUSSION

The Role of the Madrasah Head in the Development of Academic and Non-Academic Administration

The research findings indicate that the headteacher at MIN 20 Aceh Besar plays an active and strategic role in developing academic and non-academic administration. This role is evident not only in the performance of administrative duties but also in leadership, resource management, the professional development of teaching staff, and the supervision of various madrasah programmes. The headteacher fulfils their functions as a leader, manager, administrator and supervisor by guiding the entire madrasah community to carry out their duties in accordance with the established educational objectives. (Hanum, 2020)

In the development of academic administration, the headteacher coordinates the planning and implementation of learning to ensure it proceeds in a focused, organised manner and in accordance with the curriculum. Academic planning is carried out through the preparation of the academic calendar, the allocation of teaching duties, the scheduling of lessons, and the development of learning programmes. The headteacher involves

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teachers and educational staff in this process so that the resulting decisions can be tailored to the needs of the madrasah, the characteristics of the pupils, and the competencies of each teacher. The allocation of teaching duties is carried out by taking into account the teachers' educational backgrounds and abilities so that the learning process can run effectively. (Fitriana et al., 2021)

In addition to planning, the headteacher provides guidance to teachers through regular meetings, classroom supervision, and support in developing teaching materials. Regular meetings are used to discuss the progress of academic activities, evaluate the implementation of teaching, and find solutions to the challenges faced by teachers. During these mentoring sessions, the headteacher guides teachers to ensure they are able to prepare syllabuses, lesson plans or teaching materials, assessment instruments, and other supporting documents effectively. This guidance demonstrates the headteacher's commitment to continuously enhancing teachers' professional capabilities. (Sundari, 2021)

Supervision of academic administration is also a key part of the headteacher's role. This supervision involves checking the completeness of teaching materials, teaching journals, attendance registers, mark sheets, student registers, and learning outcome reports. These checks are not only intended to ensure the availability of administrative documents but also to verify the alignment between lesson planning and implementation. Through such supervision, the headteacher can identify shortcomings in teachers' administrative work and provide guidance on how to rectify them. The organisation of academic documents helps the madrasah obtain accurate data as a basis for evaluation and decision-making.

The headteacher also plays a role in improving the quality of learning by encouraging teachers to attend training courses, seminars, workshops and Teachers' Working Group activities. Teachers are given the opportunity to develop their competences and share experiences regarding learning strategies. The headteacher also encourages the use of innovative teaching methods and media to make learning activities more engaging and tailored to pupils' needs. These efforts demonstrate that the development of academic administration does not stop at the completeness of documentation, but is directed towards improving the quality of the learning process and outcomes. (Supartilah & Pardimin, 2021)

The continuous implementation of academic supervision has a positive impact on teachers' discipline and professional responsibility. Teachers become more organised in preparing their teaching administration and more open to evaluation. The feedback provided by the headteacher helps teachers recognise their strengths and weaknesses in the delivery of teaching. Thus, supervision is not understood as an activity aimed at finding faults, but rather as a process of professional development to improve the quality of

teaching. This finding is in line with the view of Sudjana (2010), who states that academic supervision is a process of professional guidance oriented towards improving teachers' capabilities and the quality of teaching.

In the non-academic sphere, the headteacher carries out managerial functions through the planning, organisation, implementation and oversight of student administration, facilities and infrastructure, finance, and community relations. Student administration is managed through the registration of pupils, attendance recording, discipline guidance, the organisation of extracurricular activities, and character development. Student data is managed systematically so that it can be used to support educational services and policy-making. (Putri & Sirojudin, 2022)

In the management of facilities and infrastructure, the head of the madrasah coordinates activities relating to planning, inventory, maintenance and the procurement of facilities. Facility requirements are prioritised according to their level of importance and aligned with the madrasah's budgetary capacity. Maintenance is carried out to ensure that facilities can be utilised optimally. In financial administration, the headteacher oversees the management of School Operational Assistance funds to ensure they are administered transparently, accountably, and in accordance with regulations. Financial planning and reporting are carried out in collaboration with relevant parties so that the use of the budget can be accounted for.

The headteacher also builds relationships with the madrasah committee, parents of pupils, and the local community. Such cooperation is necessary to secure support for educational programmes, the provision of facilities, the guidance of pupils, and social and religious activities. Community involvement strengthens a sense of ownership of the madrasah and helps address various needs that cannot yet be met independently. Overall, the headteacher of MIN 20 Aceh Besar carries out administrative, managerial, supervisory and leadership roles in an integrated manner. The headteacher's involvement in planning, guidance, implementation and supervision has fostered a more orderly academic and non-academic administration. This integrated management contributes to operational efficiency, enhanced teacher professionalism, strengthened community support, and improved quality of education provision at MIN 20 Aceh Besar.

Implementation of Academic and Non-Academic Administration

The research findings indicate that the implementation of academic and non-academic administration at MIN 20 Aceh Besar has, in general, been carried out in a structured, systematic, and coordinated manner. This is evident from the availability

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of various administrative documents required to support the delivery of education. Document management is carried out with a relatively clear division of tasks between the headteacher, teachers, and educational support staff. The headteacher plays a role in directing, coordinating, and supervising implementation, whilst teachers and educational support staff are responsible for compiling, completing, and storing documents in accordance with their respective areas of responsibility.

In the academic sphere, administrative procedures begin with the preparation of lesson planning documents. The madrasah has an academic calendar which serves as a guideline for determining the timing of various activities throughout the academic year. This calendar is used as a reference for setting the start and end of semesters, effective teaching days, the conduct of assessments, the distribution of report cards, religious activities, and other academic programmes. With the academic calendar in place, madrasah activities can be planned in a more focused manner and the likelihood of programme overlaps can be minimised.

In addition to the academic calendar, the madrasah has also drawn up a timetable and allocated teaching duties amongst the teachers. The timetable was drawn up taking into account the number of subjects, time allocation, teacher availability, and the needs of the pupils. The allocation of teaching duties was tailored to the teachers' competences and educational backgrounds to ensure that each subject is taught by the most suitable teacher. The clarity of these timetables and the allocation of teaching duties helps to create regularity in the delivery of lessons and provides certainty regarding each teacher's responsibilities.

Each teacher has also prepared teaching materials comprising the syllabus, Lesson Plans, the annual programme, and the term programme. These materials are prepared at the start of the year or term to serve as a guide for carrying out teaching and learning activities. The annual programme provides an overview of the learning content and targets for the year, whilst the semester programme sets out the content in greater detail. The syllabus and Lesson Plans serve as guidelines for teachers in determining objectives, content, methods, media, learning steps and forms of assessment. These documents are kept in an organised manner so that they can be accessed when required for the purposes of teaching and learning, supervision, evaluation or administrative checks.

Assessment administration has also been carried out in an orderly manner. Teachers record pupils' learning outcomes through mark sheets and school reports. The results of daily assessments, mid-term assessments and end-of-term assessments are documented to illustrate the continuous development of pupils' abilities. This documentation makes it easier for teachers to identify pupils who have achieved the learning objectives and those who still require support, remedial activities or enrichment. Assessment data also serves as a basis for the madrasah to evaluate the success of learning and to communicate pupils' progress to parents.

Pupils' academic records, such as the register, attendance records and transfer records, are also managed effectively. The register contains important information

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regarding pupils' identities and educational progress. Attendance registers are used to monitor attendance rates and discipline, whilst transfer records document pupils' entry into and departure from the madrasah. The headteacher carries out regular checks to ensure that this data has been entered correctly, updated in line with developments, and managed in accordance with established administrative standards.

In the non-academic sphere, administrative management covers student affairs, staff management, facilities and infrastructure, and finance. Student administration is carried out from the process of recording student data through to guidance whilst they are enrolled. Student data is organised systematically to support service delivery and decision-making. The madrasah also manages the administration of extracurricular activities, the recording of achievements, the promotion of discipline, and the recording of student misconduct. This data provides an overview of students' development, both academically and in terms of character building.

Staff administration covers the registration of teachers and educational support staff, the allocation of duties, attendance records, and documentation of professional development and training activities. Orderly management assists the headteacher in monitoring the performance of duties and identifying staff competence development needs. Staff data can also be used as a basis for providing guidance, conducting performance evaluations, and planning human resource development within the madrasah.

The management of facilities and infrastructure is carried out through inventory recording, facility maintenance, and needs planning. Items owned by the madrasah are recorded to determine their quantity, condition, location and use. Maintenance is carried out to ensure that classrooms, learning equipment, the library and other facilities remain fit for purpose. The need for new facilities is planned based on priority levels and budgetary capacity so that their procurement can effectively support the learning process.

Financial administration, particularly the management of School Operational Assistance funds, is carried out transparently and is properly documented. The planning, use, and reporting of funds are carried out with the involvement of relevant parties, including the madrasah committee. The committee's involvement is one of the factors supporting transparency and accountability in budget management. Every use of funds is recorded and supported by evidence of accountability so that it can be audited and evaluated.

Consequently, the implementation of academic and non-academic administration at MIN 20 Aceh Besar has been running fairly well and systematically. The availability of documentation, clarity in the division of tasks, the involvement of the madrasah head, and the support of teachers, educational staff and the committee have helped to create orderly management. These conditions support the smooth running of the educational process and the creation of a conducive learning

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environment. Nevertheless, implementation is not yet entirely free from various obstacles. A number of challenges remain and require further attention so that the quality of madrasah administration can continue to be improved. (Kudriati, 2022)

Challenges Faced by the Madrasah Head

The research findings indicate that the development of academic and non-academic administration at MIN 20 Aceh Besar still faces a number of challenges. These challenges stem from human resources, limited facilities and infrastructure, the administrative management system, the heavy workload of the headteacher, and budgetary constraints. These various obstacles affect the level of effectiveness and efficiency of administrative management, although, in general, the madrasah's administrative activities can still be carried out reasonably well. (Laili et al., 2022)

In terms of human resources, there are still teachers and educational staff who do not yet fully possess adequate administrative understanding and skills. This situation is particularly evident in the preparation of learning administration materials in a comprehensive, organised, and systematic manner. Some teachers have been able to prepare learning materials in accordance with the regulations, whilst others still require guidance and support. Consequently, the quality and completeness of academic administration vary among teachers. These differences in ability require the headteacher to provide ongoing guidance through meetings, supervision, document checks, and individual support. (Chabibah & Sirojudin, 2023)

Limitations in administrative facilities and infrastructure also pose obstacles to the management of madrasah data and documents. Information technology equipment, such as computers, internet connections and data storage media, is not yet fully available to meet requirements. Furthermore, dedicated space for archiving remains limited. These conditions mean that the archiving process has not yet been fully digitised and still relies on manual record-keeping and document storage. Manual management takes longer, requires sufficient storage space, and increases the risk of damage, loss, or difficulty in retrieving documents when needed.

A further constraint relates to the heavy workload of madrasah heads. In addition to being responsible for administrative management, madrasah heads must also carry out leadership, managerial and academic supervisory functions, provide guidance to teaching and non-teaching staff, and maintain relationships with committees, parents of pupils and external parties. The sheer number of these responsibilities means that the time available for intensive monitoring and evaluation of administrative processes is limited. Consequently, monitoring activities cannot always be carried out with the same frequency and depth across every area of administration. (Khasanah & Sirojudin, 2023)

Budgetary constraints also affect the development of administration, particularly in non-academic areas. The available budget must be allocated to meet the madrasah's various priority needs. This situation means that the procurement of administrative equipment, the expansion of information technology facilities, the provision of archive space, and the enhancement of administrative staff competencies

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have not yet been optimally implemented. Training programmes for teachers and educational support staff must also be tailored to the madrasah's financial capacity.

Despite facing various constraints, the headteacher of MIN 20 Aceh Besar demonstrated an adaptive approach in managing the existing limitations. Efforts undertaken included ongoing capacity building, improved coordination with teachers and educational support staff, the involvement of the madrasah committee, and the optimisation of available facilities and resources. The headteacher also sought to establish priorities so that the most urgent needs could be met first. This approach demonstrates that structural and technical constraints do not constitute an absolute barrier to the implementation of school administration. This finding reinforces Fattah's (2012) view that the effectiveness of educational administration is significantly influenced by the headteacher's leadership capacity in managing resources and addressing various constraints appropriately. (Masrufa & Harun, 2023)

CONCLUSION

Based on the research findings, it can be concluded that the head of the madrasah plays a strategic and significant role in improving administrative governance at MIN 20 Aceh Besar, namely as a leader, manager and supervisor who coordinates the planning, implementation and supervision of both academic and non-academic administration. These roles are reflected in the organisation of learning administration, the professional development of teachers, and the management of student affairs, facilities and infrastructure, finance, and community relations, thereby ensuring that madrasah administration runs in a more orderly and integrated manner.

The implementation of academic and non-academic administration has generally been carried out quite well and systematically, characterised by the orderly management of the curriculum, teaching materials, assessment of learning outcomes, and documentation of student data, as well as the well-planned and documented management of student affairs, staff matters, facilities and infrastructure, and finances. However, the headteacher still faces challenges in the form of limited administrative competence among some teachers and educational support staff, a lack of supporting facilities and infrastructure, a complex workload, and budgetary constraints, which have resulted in the overall administration not yet being optimally implemented, despite efforts to address these issues through guidance, coordination and the optimisation of resources.

Overall, this study indicates that the success of developing academic and non-academic administration at MIN 20 Aceh Besar is significantly influenced by the leadership of the headteacher, who is adaptive, collaborative, and focused on improving the quality of educational governance.

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