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**Learning Leadership Practices  
to Improve Sustainable Teacher Productivity in Islamic Schools**

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**ABSTRACT :**

The issue of declining teacher quality and productivity has become a pressing concern in contemporary education, particularly within Islamic schools where principals must balance administrative management with instructional leadership. This study aims to examine how learning leadership based principalship enhances sustainable teachers' work productivity at MA Darul Hikmah Tulungagung. Employing a qualitative descriptive design, data were collected through interviews, observations, and documentation. The findings reveal that the principal, through his roles as a learning motivator, learning facilitator, and learning designer and coach, successfully cultivates a supportive and collaborative work environment that enhances teachers' enthusiasm, efficiency, and professional performance. The study concludes that learning leadership serves as an effective and adaptable model for improving sustainable teacher productivity and fostering a reflective, learning-oriented institutional culture within the context of Islamic education.

**Key words:** *Learning Leadership; Sustainable; Teacher Productivity; Islamic Education*

## INTRODUCTION

The development of human potential and the progress of a nation are largely determined by the quality of its education system. In the context of Islamic education, madrasahs serve not only as formal educational institutions but also as centers that instill moral, spiritual, and social values. However, amid the challenges of educational modernization and increasing demands for teacher professionalism, madrasahs face serious issues related to teacher productivity. Declining teacher productivity can affect the quality of learning, weaken innovation in teaching, and reduce the competitiveness of Islamic educational institutions in a globalized era.

Teacher productivity has become an important academic concern because teachers are the key actors in the success of the learning process. A productive teacher not only demonstrates strong teaching performance but also shows innovative spirit and professional responsibility in developing students' potential.<sup>1</sup> Yet, several studies in Indonesia indicate that many madrasah

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<sup>1</sup> Nadhiroh, A. Shofiatun. Interview. Interview by Imro'atus, October 20, 2025.

teachers still struggle to maintain their productivity due to a lack of motivation, limited facilities, weak supervision by the madrasah principal, and insufficient opportunities for professional development. These issues raise concerns about the effectiveness of madrasah leadership in optimizing teacher potential.

The madrasah principal holds a strategic position in shaping institutional policy and organizational culture. Effective leadership is not only about administrative management but also about building a shared vision of learning and empowering teachers to continue growing.<sup>2</sup> Previous studies, such as those by Mulyasa (2019) and Suriansyah (2020), emphasize that strong principal leadership significantly influences teacher motivation and performance.<sup>3</sup> However, most of these studies focus on transformational or instructional leadership models that emphasize control and supervision rather than collaborative learning.

Meanwhile, the *learning leadership* model has emerged as a new paradigm in educational management. This concept positions school or madrasah leaders as learning oriented figures who promote continuous learning for all members of the institution, including themselves. Hallinger (2003) explains that *learning leadership* aims to create a culture of learning, reflection, collaboration, and professional growth. In this framework, the leader is not merely a manager or supervisor but a facilitator, motivator, and active learner who inspires positive change within the school environment.

Several international studies have demonstrated the effectiveness of *learning leadership* in improving teacher performance and instructional quality. Murphy and Louis (1999) argue that school leaders who act as *leaders of learning* strengthen teachers' commitment to institutional vision and foster a sense of ownership in their work.<sup>4</sup> However, in Indonesia particularly in madrasah settings research on *learning leadership* remains limited. Most studies still portray the madrasah principal as an administrative leader rather than a learning oriented leader. This indicates a research gap that needs to be addressed both theoretically and practically.

A review of related literature shows that studies by Raharjo (2021) and Ningsih (2022) focus more on the relationship between transformational leadership and teacher performance, while few

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<sup>2</sup> Field observation conducted by the researcher at Darul Hikmah Islamic Senior High School, Tulungagung, on October 02, 2025.

<sup>3</sup> Masniah, Aslamiah, and Ahmad Suriansyah, "The Effects of Principal Learning Leadership, Work Culture, and Job Satisfaction on Teacher Performance in The State Elementary School in East Banjarmasin Sub-District," *Journal of K6 Education and Management* 4, no. 4 (2021), <https://doi.org/10.11594/jk6em.04.04.05>.

<sup>4</sup> Joseph Murphy and Neil Shipman, "The Interstate School Leaders Licensure Consortium: A Standards-Based Approach to Strengthening Educational Leadership," *Journal of Personnel Evaluation in Education* 13, no. 3 (1999), <https://doi.org/10.1023/A:1008165718525>.

explore how *learning leadership* affects teacher productivity in madrasahs.<sup>5</sup> In fact, this paradigm is highly relevant to Islamic education because it aligns with the values of *ta'lim* (instruction), *tarbiyah* (education), and *tazkiyah* (self purification), which emphasize holistic human development in intellectual and spiritual dimensions. Therefore, this research seeks to fill both a theoretical gap and a practical need in Islamic education leadership studies.

MA Darul Hikmah Tulungagung is a private madrasah that demonstrates commendable performance despite limited resources from an empirical perspective. The madrasah principal is known for his supportive, open, and collaborative leadership style.<sup>6</sup> He not only provides technical guidance but also encourages teachers to learn, innovate, and actively contribute to institutional development. This phenomenon is particularly interesting to study through the lens of *learning leadership*, as it reflects the characteristics of an effective learning-oriented leader.

An academic concern arises from the fact that although many madrasahs have implemented various quality improvement initiatives, not all principals have succeeded in establishing a strong learning culture among teachers. Many teachers still perform their duties merely as formal obligations, lacking motivation to learn and innovate. If this situation continues, improvements in teacher productivity will remain temporary and unsustainable. Therefore, understanding how *learning leadership* is applied in madrasah contexts is crucial to ensuring that productivity growth is continuous and grounded in a culture of learning.

Based on these considerations, this study aims to explore and describe how the madrasah principal implements *learning leadership* in improving teacher productivity at MA Darul Hikmah Tulungagung. It focuses on the principal's roles as a learning motivator, facilitator, and coach, and examines how these roles affect teachers' enthusiasm, performance, and work effectiveness. This approach seeks to offer new insights into madrasah leadership models that emphasize learning and professional development.

Thus, this study focuses on addressing the question: How is learning-based leadership implemented by the madrasah principal at MA Darul Hikmah Tulungagung in improving teacher productivity? The objective is to describe leadership practices that reflect the principles of *learning leadership*, analyze their impact on teacher productivity, and contribute to the theoretical development of Islamic educational leadership studies in Indonesia. This research is expected to

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<sup>5</sup> Fazal Mohamed Mohamed Sultan et al., "Exploring Prajnamitra Maitreya Buddhists School Pekanbaru: Do Leadership, Work Environment, and Organisational Culture Influence the Teachers' Competence and Work Performance?," *PLoS ONE* 18, no. 5 MAY (2023), <https://doi.org/10.1371/journal.pone.0282941>.

<sup>6</sup> Field observation conducted by the researcher at Darul Hikmah Islamic Senior High School, Tulungagung, on October 10, 2025.

serve as a reference for developing a more humanistic, collaborative, and learning-oriented madrasah leadership model that supports lifelong learning.

## Methods

This study employed a qualitative descriptive approach to explore in depth how the madrasah principal applies *learning leadership* in improving teachers' work productivity at MA Darul Hikmah Tulungagung. The qualitative approach was chosen because it allows the researcher to understand leadership behavior, teachers' experiences, and the contextual dynamics that influence productivity within the madrasah environment.<sup>7</sup> This research was not intended to test hypotheses or quantify variables but rather to uncover the meanings and real practices of the principal's leadership in daily activities.

The study was conducted at Madrasah Aliyah (MA) Darul Hikmah Tulungagung, an Islamic private secondary school located in East Java, Indonesia. The research site was selected purposively due to its distinctive leadership characteristics and its reputation for maintaining teacher motivation despite limited resources. The subjects of this study consisted of the madrasah principal, three teachers (two senior and one junior), and the head of administration, all of whom were directly involved in teaching and managerial activities. The sampling technique used was purposive sampling, which involves selecting participants who are considered most knowledgeable and capable of providing relevant information related to the focus of the research.<sup>8</sup>

Data collection was carried out through three primary techniques: interviews, observations, and documentation.<sup>9</sup> Semi-structured interviews were conducted with the principal, teachers, and administrative staff to obtain in-depth information about leadership practices, work motivation, and the learning culture in the madrasah. Observations were made of the principal's interactions with teachers during meetings, lesson planning, and daily school activities to identify how the principles of *learning leadership* were implemented in practice. In addition, documentation such as meeting notes, work programs, standard operating procedures (SOP), and other relevant documents were reviewed to strengthen and verify the findings obtained from interviews and observations.

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<sup>7</sup> Andreas Wallo, Daniel Lundqvist, and Alan Coetzer, "Learning-Oriented Leadership in Organizations: An Integrative Review of Qualitative Studies," in *Human Resource Development Review*, vol. 23, no. 2, preprint, 2024, <https://doi.org/10.1177/15344843241239723>.

<sup>8</sup> J W Creswell, "Research Design Qualitative Quantitative and Mixed Methods Approaches," *Research Design Qualitative Quantitative and Mixed Methods Approaches*, ahead of print, 2003, <https://doi.org/10.3109/08941939.2012.723954>.

<sup>9</sup> Patel, "Penelitian Kualitatif : Metode Penelitian Kualitatif," *Jurnal EQUILIBRIUM* 5, no. January (2016).

Data were analyzed using the interactive model of Miles and Huberman, which consists of three stages: data reduction, data display, and conclusion drawing or verification.<sup>10</sup> During data reduction, interview transcripts and observation notes were selected and categorized into main themes related to the roles of *learning leadership* namely, motivator, facilitator, and coach. The data display stage involved organizing the reduced data into descriptive narratives to reveal patterns and relationships between the principal's leadership behaviors and teachers' productivity. In the final stage, conclusions were drawn by interpreting the data in light of relevant theories and previous studies to obtain a comprehensive and contextual understanding.<sup>11</sup>

To ensure data validity, the researcher applied source and technique triangulation.<sup>12</sup> Data obtained from interviews were compared with those from observations and documentation to verify accuracy and consistency.<sup>13</sup> Furthermore, member checking was conducted by asking participants to review the summarized findings to ensure that the researcher's interpretations accurately reflected their experiences and perspectives.

The main focus of this study was to describe how the madrasah principal applied the principles of *learning leadership* in improving teacher productivity through motivational support, the creation of a conducive learning environment, and the provision of professional direction and guidance. Through this focus, the study aims to construct a deeper understanding of madrasah leadership models that promote a culture of learning, collaboration, and continuous professional development within Islamic educational institutions.

## **Result**

The findings of this study illustrate the implementation of *learning leadership*-based principalship in enhancing teachers' work productivity at MA Darul Hikmah Tulungagung. Based on data obtained from interviews, observations, and documentation, it was found that the principal carries out a learning-oriented leadership role through three main aspects: as a learning motivator, a learning facilitator, and a learning designer and coach. These three roles work synergistically to create a positive work climate that contributes to the improvement of teachers' productivity.

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<sup>10</sup> Dimas Assyakurrohim et al., "Metode Studi Kasus Dalam Penelitian Kualitatif," *Jurnal Pendidikan Sains Dan Komputer* 3, no. 01 (2022), <https://doi.org/10.47709/jpsk.v3i01.1951>.

<sup>11</sup> Sugiyono, "Metode Penelitian Kualitatif (Untuk Penelitian Yang Bersifat: Eksploratif, Enterpretif, Interaktif Dan Konstruktif)," *Metode Penelitian Kualitatif*, 2023.

<sup>12</sup> Murphy and Shipman, "The Interstate School Leaders Licensure Consortium: A Standards-Based Approach to Strengthening Educational Leadership."

<sup>13</sup> Prof. Dr. I Wayan Koyan, "Metodologi Penelitian Kualitatif," *Rake Sarasin*, no. March (2022).

## **The Principal as a Learning Motivator**

The principal of MA Darul Hikmah Tulungagung is recognized as a leader who successfully inspires teachers' enthusiasm and sense of responsibility in performing their duties. Several teachers stated that the principal actively provides motivation both individually and in formal forums. Mrs. Zayu, a junior teacher, mentioned that the principal consistently offers encouragement and advice for teachers to work diligently for the progress of the madrasah and the students. She added that the principal often reminds teachers to uphold the reputation of the institution and maintain a positive spirit of competition with other schools. According to her, the motivation given by the principal is not merely formal but expressed warmly and personally, touching teachers' emotions and creating a sense of connection.

A similar statement was conveyed by Mr. Alfian, a senior teacher, who explained that the principal often gives direction and encouragement for teachers to work better and teach with greater enthusiasm. He mentioned that during meetings or gatherings, the principal not only discusses administrative matters but also inserts motivational messages so that teachers remain resilient and committed to giving their best. This statement was supported by the principal himself, Mr. Rum, who said that he seeks to foster teachers' motivation through communication and personal attention. He gave examples of how he challenges teachers to guide students in academic competitions such as OSN and KSM, so that they develop confidence in their abilities and pride in their achievements.

In addition to verbal motivation, the principal also provides direct appreciation for teachers who show outstanding performance or strong dedication. Interview data revealed that teachers who perform well often receive open recognition during staff meetings. Many teachers stated that even simple acknowledgments, such as public praise or words of thanks, significantly boost their motivation and sense of value. Teachers feel appreciated not only for the results they achieve but also for their efforts and commitment.

From the observation results, it was evident that the principal maintains close and consistent interaction with teachers. During daily school activities, the principal frequently visits the teachers' office and classrooms to greet them and check on the progress of teaching. He is also visibly present at various school activities, including weekly staff meetings, student competitions, and internal training sessions. In these settings, the principal is often seen encouraging teachers to keep learning and improving the quality of their instruction. Observations also showed that his communication style is open and friendly; he often inserts motivational remarks such as "let's work for the success of our students and the progress of our madrasah."

The observations further revealed that the relationship between the principal and teachers is close and collegial. Teachers are comfortable discussing problems or challenges related to their teaching. In several instances, the principal was observed providing direct feedback to teachers who faced difficulties in lesson planning or student management. This supportive approach made teachers feel cared for and emotionally backed by their leader.

Meanwhile, documentary evidence reinforced these findings. Minutes from staff meetings and the madrasah's work program documents show that the principal regularly includes sessions for teacher motivation and character building. For example, in the minutes of the weekly "Rapat Kamisan" meeting held in January, the principal emphasized the importance of maintaining work enthusiasm, discipline, and collaboration among teachers to improve learning quality. The document also records the principal's reminder that teachers must "keep their optimism and teaching spirit alive even amid limited resources."

Photographic documentation also illustrates the principal's active involvement in various school activities such as academic competitions, teacher meetings, and training sessions. His frequent presence in these events shows that he does not lead from behind his desk but directly engages in activities that support teacher performance. The photographs further depict friendly interactions between the principal and teachers, indicating a supportive relationship built on trust and mutual respect.

Overall, data from interviews, observations, and documentation demonstrate that the principal's role as a *learning motivator* at MA Darul Hikmah Tulungagung is reflected through open communication, verbal and emotional encouragement, recognition of teachers' achievements, and consistent presence in school activities. Such support has strengthened teachers' enthusiasm, sense of belonging, and commitment to their work. In general, teachers perceive the principal as a figure who inspires and drives learning, contributing significantly to the enhancement of their productivity and professional performance.

### **The Principal as a Learning Facilitator**

The principal of MA Darul Hikmah Tulungagung plays an active role in providing facilities, infrastructure, and a supportive work environment for teachers' teaching and learning activities. The principal recognizes that teachers' productivity is influenced not only by motivation but also by the availability of resources that enable them to work effectively. In an interview, Mrs. Ontik, the head of administration, explained that the madrasah provides various facilities for teachers, such as LCD projectors, laptops, printers, and Wi-Fi access that can be easily used throughout the school. She added that if any technical problems or equipment damage occur, the school

management immediately takes action to repair them so that the teaching and learning process is not disrupted.

A similar statement was made by Mrs. Zayu, a junior teacher, who mentioned that the teaching facilities in the madrasah are sufficient to support her classroom activities. She explained that teachers can borrow teaching equipment such as projectors from the administration office without complicated procedures. According to her, the availability of Wi-Fi also helps teachers find learning materials and prepare teaching resources more efficiently. This makes teachers feel more confident and comfortable in carrying out their teaching duties.

From the principal's perspective, Mr. Rum emphasized that providing facilities is one of his top priorities in supporting teachers' productivity. He stated that although the madrasah has limited financial resources, efforts are consistently made to maintain and improve the condition of available facilities. The principal allocates part of the school's operational budget for the maintenance of teaching tools so that teachers can work smoothly. He gave an example that although the science laboratory still uses a regular classroom, the laboratory equipment is available and properly managed by the teacher in charge to ensure its optimal use.

From the observation data, it was evident that the work environment at MA Darul Hikmah Tulungagung is well-organized and conducive. The teachers' office is equipped with work desks, bulletin boards, and wireless internet access to support administrative and instructional tasks. During classroom observations, it was seen that teachers use projectors and laptops to assist in teaching. The principal was also observed frequently inspecting classrooms and teaching facilities to ensure that everything functioned properly. When technical problems were identified, he gave direct instructions to the administrative staff to make repairs.

The principal's presence in daily activities reflects his attention to teachers' needs. In several observed interactions, the principal was seen communicating directly with teachers regarding the use of teaching facilities. For example, when an internet connection issue occurred, he immediately instructed the technical staff to resolve it to prevent disruption to teaching activities. This responsiveness demonstrates a leadership style that is attentive and supportive of teachers' professional needs.

The documentary evidence supports these findings. In the *Madrasah Work Program* and *Standard Operating Procedures (SOP)* documents, the principal's support for providing adequate facilities is clearly stated. The work program document identifies one of the school's main priorities as "improving the quality of learning services through adequate facilities and regular maintenance of school infrastructure." Meanwhile, the SOP document outlines procedures for borrowing,

maintaining, and reporting damages to teaching equipment. These documents show that the principal has established a structural system to ensure teachers' work efficiency.

Additional documentation, such as photographs, shows the principal inspecting classrooms and facilities alongside staff and teachers. The photos were taken during routine inspections and facility monitoring sessions. In another documented meeting, the principal was seen leading a discussion with teachers and administrative staff regarding additional facility needs to support student learning. The meeting resulted in the decision to procure new visual aids for science lessons and to strengthen Wi-Fi connectivity in the teachers' office.

Data obtained from interviews, observations, and documentation collectively indicate that the principal carries out his role as a *learning facilitator* by ensuring the availability of resources and creating a supportive environment that enables teachers to perform optimally. The facilitation provided extends beyond teaching tools to include the establishment of a comfortable, safe, and collaborative work atmosphere. Teachers reported feeling supported and valued, which in turn increased their motivation to teach effectively.

Overall, it can be concluded that the principal's role as a *learning facilitator* at MA Darul Hikmah Tulungagung is manifested in three concrete forms: the provision of adequate teaching facilities, quick responsiveness to technical issues, and the establishment of organized systems through formal programs and SOP. These three aspects reflect a leadership style that supports teachers' effectiveness while reinforcing a positive and productive work climate within the madrasah.

### **The Principal as a Learning Designer and Coach**

The principal of MA Darul Hikmah Tulungagung plays a strong leadership role in providing direction, establishing work standards, and guiding teachers in carrying out their professional responsibilities. Teachers stated that the principal actively gives instructions and guidance both through formal meetings and informal communication within the madrasah. Mr. Alfian, a senior teacher, explained that the principal usually provides directions during the weekly "Rapat Kamis" meetings, monthly staff meetings, or casual discussions in the teachers' room. He delivers instructions in a flexible yet assertive manner, depending on the context and the urgency of the matter. According to Mr. Alfian, when the principal gives orders, he speaks firmly to motivate teachers to achieve targets, whereas when giving suggestions or reminders, he uses a softer and more persuasive tone.

Mrs. Ontik, the head of administration, also mentioned that the principal is always willing to help teachers and staff when they face difficulties. She noted that in certain situations, the

principal directly provides guidance on how to complete tasks more effectively. For example, when some administrative work was delayed, the principal reminded the staff while also offering practical advice to ensure that the work could be completed on time. This indicates that the principal not only provides direction but also acts as a mentor who helps teachers find solutions to the challenges they encounter in their work.

In an interview with the principal, Mr. Rum emphasized that the process of giving direction to teachers is carried out systematically and continuously. He explained that every teacher must understand the performance standards set by the madrasah, particularly regarding the quality of learning outcomes. One of the benchmarks for teacher performance, according to him, is students' achievement that exceeds the Minimum Competency Criteria (KKM). In addition, he also evaluates teachers based on their participation in school activities, both academic and non-academic. He stated that teachers who actively engage in institutional programs demonstrate a high level of commitment to the development of the madrasah.

From the observation data, it was seen that the principal regularly leads meetings and provides clear instructions to teachers. During one of the weekly meetings observed, the principal gave detailed directions concerning the preparation for semester examinations and the organization of extracurricular activities. His instructions were delivered in an organized and structured way, including practical steps to carry out specific tasks. At the end of the meeting, the principal invited teachers to ask questions or provide feedback, showing a constructive two-way communication pattern.

Observations also showed that the principal frequently monitors the implementation of teachers' duties. On several occasions, he was seen visiting the teachers' office to inquire about the progress of learning activities, requesting reports, and giving direct feedback on classroom performance. When encountering problems, the principal did not resort to reprimands but rather engaged in discussions with teachers to find solutions together. This behavior reflects a leadership style that is both guiding and educative, rather than punitive.

The documentary data further support these findings. The *Madrasah Work Program* contains detailed descriptions of the roles and responsibilities of the principal, vice principals, teachers, and administrative staff. The document also includes a *Standard Operating Procedure (SOP)* outlining how various school activities should be conducted, including administrative management, classroom instruction, and student activities. Mrs. Ontik confirmed that these SOPs serve as a reference to ensure that the madrasah operates in an orderly and efficient manner.

In addition to written documents, visual documentation also reinforces these findings. Photographs of staff meetings show the principal standing in front of the room, explaining and giving instructions to teachers with a serious yet approachable expression. Other documents, such as meeting minutes, indicate that the principal regularly provides guidance aimed at improving the quality of teaching for example, on lesson plan development, active learning strategies, and student assessment techniques.

Overall, data from interviews, observations, and documentation indicate that the principal effectively fulfills his role as a *learning designer and coach*. His directions are clear, structured, and consistently delivered across various occasions. Teachers feel that they have a well-defined work framework and receive sufficient guidance during its implementation. Through this approach, the principal has succeeded in creating an organized work system while maintaining a harmonious relationship with teachers through a supportive and collaborative mentoring style.

### **The Impact of Learning Leadership on Teachers' Work Productivity**

The implementation of *learning leadership* by the principal had a significant impact on improving teachers' work productivity at MA Darul Hikmah Tulungagung. Teachers stated that the principal's open, supportive, and inspiring leadership style made them more motivated and responsible in carrying out their duties. Mrs. Zayu mentioned that the encouragement and personal attention given by the principal increased her confidence and awareness to work better. She explained that such support became a new source of energy, helping her avoid fatigue and burnout in teaching. Similarly, Mr. Alfian stated that teachers' enthusiasm increased because the principal frequently expressed appreciation for their good performance. According to him, this recognition brought a sense of satisfaction and encouraged teachers to continuously improve their teaching quality.

From another perspective, the principal's efforts to provide adequate facilities and a conducive environment also enhanced teachers' work efficiency and effectiveness. According to Mrs. Ontik, the head of administration, the availability of facilities such as Wi-Fi, projectors, and computers allowed teachers to prepare lesson materials more quickly and creatively. Teachers no longer needed to spend excessive time searching for materials manually. This observation was also confirmed during field visits, where teachers were seen confidently using digital media in their teaching and showing enthusiasm in the classroom. Therefore, the supportive environment and sufficient facilities played an important role in improving teachers' productivity, particularly in terms of speed, accuracy, and quality of work results.

In an interview, the principal, Mr. Rum, stated that changes in teachers' attitudes and performance had become noticeable after the implementation of a more participative and learning-oriented leadership approach. He observed that teachers had become more disciplined, more active in school activities, and more willing to learn new things. The principal noted that the school atmosphere had become more dynamic because teachers were no longer passive or dependent on instructions. Instead, they showed greater initiative in problem-solving and innovation in teaching and learning activities. He believed that this positive change resulted from a combination of motivation, guidance, and well-organized work systems.

The observation data supported these findings. During daily school activities, teachers were seen working with high enthusiasm and discipline. They arrived on time, prepared their teaching materials independently, and collaborated with colleagues in designing engaging learning activities. The principal was often observed interacting directly with teachers, giving feedback, and encouraging them to reflect on their work. The relationship between the principal and teachers appeared to be collaborative rather than hierarchical, creating an atmosphere of openness, respect, and mutual support. This indicates that learning-oriented leadership successfully fostered a productive work culture among teachers.

Evidence from documentation also showed improvements in teachers' productivity after the implementation of *learning leadership*. Reports and meeting minutes indicated an increase in teachers' participation in school programs such as training, student competitions, and curriculum development activities. Attendance records revealed more consistent teacher presence compared to previous periods. Additionally, supervision reports conducted by the principal showed improvements in the completeness and quality of teachers' lesson plans and administrative documents. These data demonstrated that teachers had become more consistent and responsible in fulfilling their professional duties.

Overall, the findings suggest that the implementation of *learning leadership* by the principal positively influenced teachers' productivity across three main dimensions: work motivation, task efficiency, and quality of work performance. Motivational support increased teachers' enthusiasm and sense of responsibility; adequate facilities improved workflow efficiency; and consistent guidance enhanced the precision and effectiveness of task execution. Teachers felt valued, supported, and guided in their work, which led to higher performance in both teaching and other school-related activities.

In conclusion, the results indicate that the *learning leadership* practiced by the principal at MA Darul Hikmah Tulungagung successfully created a productive and collaborative work

environment. Teachers not only demonstrated better performance in technical aspects but also showed stronger professional commitment and awareness in improving the overall quality of learning within the madrasah.

## Discussion

The findings of this study reveal that *learning leadership*-based principalship at MA Darul Hikmah Tulungagung plays a significant role in improving teachers' work productivity. This leadership is reflected through three main dimensions: as a *learning motivator*, *learning facilitator*, and *learning designer and coach*. Together, these roles form an integrated leadership system oriented toward learning, collaboration, and the continuous improvement of teachers' professional performance.

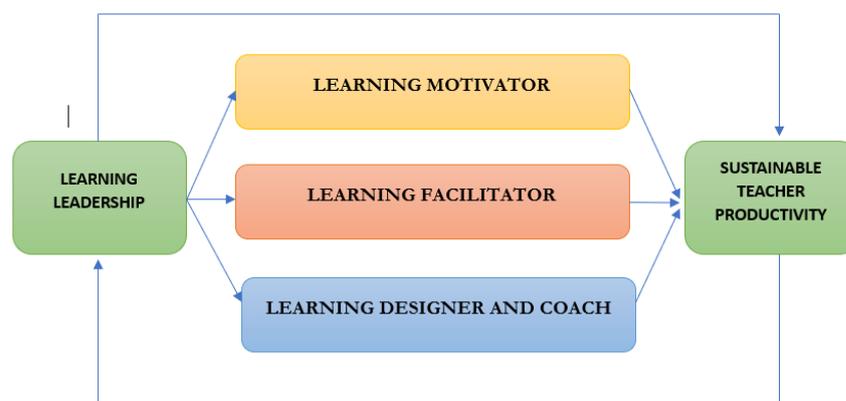


Figure 1. Learning Leadership to Improve Sustainable Teacher Productivity

These findings align with the perspectives of Hallinger (2003) and Bush (2008), who argue that *learning leadership* focuses on the processes of teaching, learning, and professional development of educators.<sup>14</sup> Within the context of the madrasah, the principal serves not only as an administrative supervisor but also as a change agent and facilitator of teachers' professional growth. The results of this study confirm that the principal successfully fulfills these functions through a contextual and humanistic leadership approach.

The principal's role as a *learning motivator* proved effective in fostering teachers' enthusiasm and discipline.<sup>15</sup> Motivation provided through personal attention, appreciation, and exemplary behavior became a key factor in building teachers' commitment and loyalty to the institution. This finding supports the research, which found that leadership emphasizing interpersonal

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<sup>14</sup> Husaini Usman and Nuryadin Eko Raharjo, "STRATEGI KEPEMIMPINAN PEMBELAJARAN MENYONGSONG IMPLEMENTASI KURIKULUM 2013," *Jurnal Cakrawala Pendidikan* 5, no. 1 (2013), <https://doi.org/10.21831/cp.v5i1.1253>.

<sup>15</sup> Sahri Sahri, Achmad Fatoni, and Binti Maunah, "Kepemimpinan Transformasional Kepala Sekolah Di Lembaga Pendidikan Islam," *PARAMUROBI: JURNAL PENDIDIKAN AGAMA ISLAM* 6, no. 1 (2023), <https://doi.org/10.32699/paramurobi.v6i1.4486>.

communication and moral reinforcement enhances teachers' motivation and performance.<sup>16</sup> In the case of MA Darul Hikmah, the principal built motivation not through formal or hierarchical methods, but through emotional and spiritual engagement consistent with the values of Islamic education.

Furthermore, the principal's role as a *learning facilitator* contributed to improving teachers' work efficiency by providing adequate facilities, infrastructure, and a supportive environment. The findings indicate that access to technological resources, internet connectivity, and teaching tools helps teachers prepare lessons more effectively. This supports Mulyasa's (2013) assertion that teachers' performance strongly depends on the availability of supportive and well-maintained work environments.<sup>17</sup> A responsive system and adequate facilities foster a sense of comfort and security, which directly enhance teachers' productivity.

Additionally, the principal's role as a *learning designer and coach* highlights the importance of leadership focused on professional mentoring. The study shows that the principal not only provides instructions but also engages in reflective and dialogical coaching.<sup>18</sup> This approach allows teachers to improve their performance through continuous learning and self-evaluation. These findings are consistent with Leithwood and Jantzi (2006), who argue that effective educational leaders act as coaches who develop teachers' potential and foster collaborative learning. In practice, the principal at MA Darul Hikmah succeeded in balancing firmness in direction with gentleness in mentoring, resulting in a leadership style that is both structured and supportive.<sup>19</sup>

Across these three dimensions, the implementation of *learning leadership* demonstrates positive effects on three key aspects of teachers' productivity: work motivation, task efficiency, and quality of performance. Teachers displayed greater enthusiasm for teaching, improved time management, and enhanced professionalism in lesson planning and school activities. This outcome reflects a synergy between psychological factors (motivation and job satisfaction) and structural

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<sup>16</sup> Aulia Dwi Wahyuni et al., "Faktor-Faktor Yang Mempengaruhi Kinerja, Pengambilan Keputusan : Kepemimpinan, Komunikasi Dan Motivasi (Literature Review Pengambilan Keputusan Manajerial)," *Jurnal Ekonomi Manajemen Sistem Informasi* 4, no. 6 (2023), <https://doi.org/10.31933/jemsi.v4i6.1616>.

<sup>17</sup> Dwi Wahyuni et al.

<sup>18</sup> Yumnun Abadi, Akhyak Akhyak, and Imam Fuadi, "SUPERVISI PEMBELAJARAN KEPALA MADRASAH DALAM MENINGKATKAN MUTU," *Jurnal Manajemen Dan Supervisi Pendidikan* 3, no. 2 (2019), <https://doi.org/10.17977/um025v3i22019p036>.

<sup>19</sup> Dodi Ardi Kurniadi and Sugiyono Sugiyono, "STRATEGI SEKOLAH DALAM MEWUJUDKAN VISI DAN MISI SMA DI KECAMATAN KASIHAN BANTUL," *Jurnal Akuntabilitas Manajemen Pendidikan* 4, no. 2 (2016), <https://doi.org/10.21831/amp.v4i2.10813>.

factors (facilities and organizational systems). Such synergy explains why productivity increased not only in terms of quantity but also in quality and consistency of work performance.<sup>20</sup>

This study also indicates a paradigm shift in leadership practices within madrasahs from hierarchical and authoritative models toward participative and learning-oriented ones. The principal acts not merely as a superior but as a learning partner who fosters a reflective culture among teachers. This aligns with Tondeur et al. (2020), who emphasized that learning oriented leadership promotes a collaborative, innovative, and quality-driven educational culture.<sup>21</sup> Therefore, the findings of this study reinforce the theory that *learning leadership* is an effective approach to improving educators' productivity across various educational settings, including Islamic schools.

The novelty of this research lies in its contextual application of *learning leadership* within the religious educational environment of Indonesian madrasahs. While most prior studies have focused on secular or general education settings, this study demonstrates that the principles of *learning leadership* can be effectively adapted to the Islamic educational context, emphasizing values such as role modeling, togetherness, and sincerity. This leadership model not only enhances teachers' professional performance but also strengthens their moral and spiritual dimensions in fulfilling their educational duties.

In conclusion, this study confirms that *learning leadership* is not merely a managerial concept but a comprehensive leadership approach that fosters a culture of learning within the school community. The principal's roles as motivator, facilitator, and coach have successfully created a productive, harmonious, and quality-oriented work climate. These findings contribute to the development of educational leadership practices in Indonesia, particularly in managing madrasahs that balance professional demands with religious and ethical values.

## Conclusion

This study concludes that the implementation of *learning leadership* by the principal at MA Darul Hikmah Tulungagung effectively enhances teachers' work productivity through three interconnected roles: as a *learning motivator*, *learning facilitator*, and *learning designer and coach*. By providing motivation, support, and professional guidance, the principal successfully builds a

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<sup>20</sup> Zuhri a et al., "THE LEADERSHIP ACTUALISATION OF KIAI VISIONARY IN ISLAMIC BOARDING SCHOOL AT TRENGGALEK, EAST JAVA, INDONESIA," *International Journal of Advanced Research* 8, no. 02 (2020), <https://doi.org/10.21474/ijar01/10446>.

<sup>21</sup> Andreja Retelj, "DEVELOPMENT OF DIGITAL COMPETENCE OF FUTURE TEACHERS OF GERMAN AS A FOREIGN LANGUAGE AT THE UNIVERSITY OF LJUBLJANA," *Folia Linguistica et Litteraria* 13, no. 41 (2022), <https://doi.org/10.31902/fl.41.2022.7>.

positive and collaborative work culture that improves teachers' enthusiasm, efficiency, and quality of performance. The findings demonstrate that learning-oriented leadership fosters not only professional growth but also moral and emotional engagement among teachers, resulting in a more productive and reflective teaching community. Thus, *learning leadership* proves to be a relevant and adaptable model for strengthening sustainable teacher productivity and institutional development within the context of Islamic education.

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