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LEADERSHIP STRATEGIES OF MADRASAH HEADS IN *TEAMWORK* MANAGEMENT AT MIN 20 ACEH BESAR

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Abstract

This study aims to examine the strategies and challenges of school principals in managing teamwork at MIN 20 Aceh Besar, and to compare them with the findings of previous studies by Dewi (2021) and Munandar (2022). This study uses a qualitative approach with data collection techniques through observation, interviews, documentation, and triangulation involving various school stakeholders. The results show that the principal's leadership strategies are implemented collaboratively, participatively, and contextually based on the school's work culture. These strategies include joint planning, team involvement in task distribution, delegation based on competence, and clarity of authority. In addition, regular monitoring and evaluation are carried out, as well as capacity building through structured training programmes. The main challenges faced are differences in the level of commitment among team members and limited technical skills. Nevertheless, trust among team members has been well established. Communication barriers are overcome through regular coordination forums and deliberations. The headteacher continues to strive to improve team performance through planned training and development in order to overcome various limitations and strengthen collaborative commitment.

Keywords: *Headteacher Leadership, Work Team Management, Collaboration, Participatory, Leadership Challenges*

Introduction

According to Tracy, *teamwork* is an activity managed and carried out by a group of individuals within an organisation. *Teamwork* plays a role in improving cooperation and communication, both within and between company departments. Generally, teams consist of individuals with diverse skills, which then become the main strength in achieving organisational goals (Tuginem and Ratna Trisiyani, 2018).

Teamwork is one of the key factors in achieving organisational goals, including in the educational environment. Harmonious cooperation allows each individual to contribute according to their role and expertise, so that the learning process can run more optimally. With solid *teamwork*, various problems that arise in the world of education can be overcome together through discussion and appropriate solutions (Suharjo *et al.*, 2022).

Effective strategic leadership in madrasahs, particularly in Aceh Besar such as MIN 20, has a significant impact on the quality of education and organisational performance (). Research by Amiruddin et al. (2023) shows that madrasah principals who conduct training, facilitate teacher working groups (KKG), and build harmonious relationships can improve the effectiveness of the teaching team in Islamic educational institutions. Furthermore, a study in the context of madrasahs in Aceh Besar (MAS Ruhul Islam Anak Bangsa) concluded that leadership strategies such as teacher selection based on background, negotiation assessment, and active communication play a crucial role in forming effective learning teams.

Furthermore, from a broader context, Ari Munandar (2023) concluded that at MAN 1 Aceh Besar, the madrasah principal uses a democratic leadership style and a process of coordination and teamwork capacity building to achieve the madrasah's vision and mission. School principals with personal, managerial, supervisory, and social competencies are able to improve the professionalism of educators, despite being constrained by limited human resources and funding.

However, although the general framework of the leadership strategy appears consistent, research questions remain regarding: how specifically is this strategy implemented at MIN 20 Aceh Besar? Does the local context (culture, organisational structure, availability of BOS/BOSDA funds) require certain adaptations to the strategy? In other words, the *research* gap is the lack of empirical studies that directly examine the leadership strategies of madrasah principals in managing teamwork at MIN 20 Aceh Besar, including how leadership facilitates coordination between teachers, the involvement of curriculum representatives, and internal problem solving.

This study is expected to contribute significantly to the development of educational leadership science, particularly in the context of madrasahs. Theoretically, the results of this study will add to the literature on madrasah head leadership strategies in forming and managing effective teamwork, especially in religious-based primary education units. Practically, the findings of this study can be used as a reference for madrasah principals, education supervisors, and policy makers in formulating strategies to improve the collective performance of madrasah teachers and staff. Furthermore, methodologically, this study can be used as a model for similar studies in other madrasah contexts, taking into account local variables such as organisational culture and available resources.

Research Method

This study uses a descriptive qualitative approach that aims to gain an in-depth understanding of the leadership strategies of madrasah heads in managing teamwork at MIN 20 Aceh Besar. This approach was chosen because the research focused on the processes, meanings, and leadership patterns applied by the head of the madrasah in coordinating teachers and educational staff. Through a qualitative approach, researchers can gather information naturally based on actual conditions in the field.

The research was conducted at MIN 20 Aceh Besar with research subjects including the head of the madrasah, deputy head of the madrasah, teachers, and educational staff. Data collection techniques were carried out through in-depth

interviews, direct observation of team work activities, and documentation in the form of work programmes, organisational structures, and meeting minutes. This combination of techniques was used to obtain comprehensive data on the madrasah principal's leadership strategies in building and managing effective teamwork.

Data analysis was conducted in stages through data reduction, data presentation, and conclusion drawing. To ensure data validity, this study used source and technique triangulation techniques so that the data obtained could be tested for accuracy and consistency. Thus, the results of this study are expected to provide a clear and in-depth picture of the leadership strategies of madrasah principals in managing teamwork at MIN 20 Aceh Besar.

Findings and Discussion

The following presents the findings and discussion regarding the leadership strategies of madrasah principals in task distribution and the various obstacles encountered in managing teamwork at MIN 20 Aceh Besar.

1. Madrasah Head Leadership Strategies in Task Distribution

In managing teamwork at MIN 20 Aceh Besar, several strategies are implemented to create effective and harmonious teamwork. These strategies, findings and discussions can be seen as follows:

a. Work Planning

The findings of this study indicate that the work planning process at MIN 20 Aceh Besar is carried out collaboratively and systematically through various formal coordination forums. Based on the interview results, planning is not carried out unilaterally, but through the active involvement of various madrasah stakeholders, which then leads to joint decisions. The main theme that emerged was "Formal Forum-Based Collaborative Planning," in which work meetings became the main medium for developing task distribution strategies.

The head of the madrasah emphasised the importance of meetings as the starting point for planning: *"Our work planning begins with a meeting with the curriculum, student affairs, and infrastructure coordinators... After that, we determine which teachers will teach certain subjects based on their abilities and expertise."* This quote shows that the planning process is not only administrative in nature, but also considers the professionalism of teachers. In addition, the existence of a task distribution announcement forum that opens up space for input indicates a participatory culture, which is the basis for decision-making in the madrasah environment.

Analysis of these findings reinforces the theory of *distributed leadership* (Spillane, 2006), which emphasises the importance of the collective distribution of roles and responsibilities in educational institutions. In this context, the head of the madrasah does not act as the sole decision-making authority () but rather as a facilitator of a participatory process. However, there is an interesting dynamic regarding the form of the forum used. As explained by the curriculum coordinator: *"These coordination meetings are usually held outside the school to discuss the assignments of each section."* The location of the

meeting, deliberately held outside the school environment, reflects a strategy to create an informal atmosphere that supports open discussion. This shows a paradox between the formal form of the forum and the informal approach in its implementation—a strategy that appears to be effective in breaking down bureaucratic communication.

From the teachers' perspective, narratives emphasising the importance of mutual understanding in the planning process were found. One teacher stated: *"The head of the madrasah often holds working meetings outside the school to jointly develop work programmes, including lesson plans. This approach is very helpful in aligning perceptions and avoiding misunderstandings."* This highlights another meaning of coordination activities, namely as a means of aligning the vision and perceptions of teachers. Not only does it serve an administrative function, work planning also becomes a tool for building *shared understanding*, which is essential for the effective implementation of teachers' professional duties. In this context, the collaborative approach is not merely a procedure, but rather an organisational communication strategy.

In conclusion, it can be concluded that the work planning process at MIN 20 Aceh Besar prioritises the principles of collaboration, multi-stakeholder involvement, and task rationalisation. This practice shows that the success of task distribution does not only depend on organisational structure, but also on the dynamics of interaction, work culture, and communication between actors. These findings are relevant to the research question regarding work planning strategies and open up opportunities for further research on the influence of work culture on the effectiveness of leadership in religious-based educational institutions.

b. Team Involvement in Task Distribution

The findings of this study indicate that task distribution at MIN 20 Aceh Besar is carried out through a mechanism that prioritises the active participation of all team members. This process is not only administrative in nature but also reflects the collective values embedded in the madrasah's organisational culture. Based on the results of data analysis, the main theme that emerged was "Participatory Deliberation as a Managerial Strategy," which reflects the structural and substantive involvement of the team in the process of planning and distributing tasks.

This involvement is further emphasised by the field coordinator, who states that *"The head of the madrasah always involves the team, one of which is through Coordination Meetings or Rakor. In this way, tasks and responsibilities can be clearly divided and do not overlap."* The practice of coordination meetings has become an effective coordinating instrument in bridging cross-functional communication and avoiding duplication of roles. This reflects a leadership structure that is not centralised but based on the distribution of responsibilities, as described in the theory of *distributed leadership* (Spillane, 2006).

These findings emphasise that team involvement in task distribution at MIN 20 Aceh Besar is not merely an administrative procedure, but a managerial strategy based on participatory values. The deliberative process carried out routinely by the Head of MIN 20 Aceh Besar () through work meetings and coordination forums has proven to contribute to role clarity, fair distribution of workloads, and strengthening of collective responsibility. This finding has practical implications for other educational institutions in designing participation-based management systems and opens up

further exploration of the relationship between participatory leadership and the effectiveness of value-based educational organisations.

c. Task-Competency Alignment

The findings of this study reveal a central theme: *the alignment of tasks with individual competencies as a form of capacity-based and empathetic management*. In practice, personnel placement at MIN 20 Aceh Besar is not done haphazardly or purely administratively, but rather takes into deep consideration aspects of educational background, personal skills, and emotional readiness to carry out roles. This process also shows that there is informal assessment based on direct observation and social relationships between team members.

As emphasised by the head of the madrasah, *"When I look at the competencies of my staff and teachers, I look at their educational backgrounds and individual skills. Coordinators must be able to nurture and empathise with both students and staff and teachers."* This statement highlights the importance of balancing technical competencies and socio-emotional capacities in distributing responsibilities. For the head of the madrasah, being a coordinator requires more than just administrative skills; interpersonal skills are an equally important prerequisite in the context of a complex work environment full of social dynamics.

Furthermore, the field coordinator reflected critically on the alignment between tasks and individual capacities, while acknowledging limitations, particularly in the field of technology: *"I am not very tech-savvy. So we seniors need to have younger colleagues who understand technology."* This finding reflects the reality of cross-generational work and the importance of partnerships in collaborative management. The formation of intergenerational working pairs (senior-junior) serves as a mechanism for complementing each other in carrying out tasks effectively, as well as strengthening the internal learning system based on direct practice (*situated learning*).

From the perspective of administrative staff, the narrative regarding task suitability is more widely understood in the context of moral responsibility and commitment to task completion, even though technical skills are not yet fully possessed: *"Not all of us can do it, but if there is a will, we can definitely do it."* This attitude reflects a work ethic that relies on *good intentions* and role flexibility. In the context of madrasah work culture, this flexibility is key in dealing with resource constraints or imbalances in technical capacity among team members.

From a reflective perspective, the researcher realises that the interpretation of empathy-based and locally-valued placement practices may be influenced by the researcher's cultural background, which is rooted in a community-based education system. This position has the potential to create an appreciative bias towards non-formal forms of management. However, this reflection is important in a qualitative approach because it allows openness to the social complexities that accompany managerial practices in religious-based educational institutions. On the other hand, the limitation of this study lies in the non-use of objective instruments (such as formal competency assessments) in measuring the fit between roles and abilities. This leaves room for exploration in further research on the long-term effectiveness of trust-based placement and direct observation.

These findings confirm that task distribution at MIN 20 Aceh Besar is carried out with consideration of the compatibility between individual abilities and institutional needs, mediated through direct observation, team deliberation, and cultural values such as empathy and collaboration. This strategy demonstrates a

contextual human resource management model that is responsive to social dynamics in the madrasah environment. These findings are relevant to other educational institutions with collaborative organisational structures and provide a basis for developing a training framework based on real needs and local potential. Further research is recommended to examine how this empathy-based placement model impacts work motivation and task performance effectiveness in the long term.

d. Assignment of Duties and Authorities

The research findings show a consistent emphasis on the importance of *structured delegation of authority* and *clarity of roles* at all levels of the MIN 20 Aceh Besar organisation. The preparation of job descriptions is seen as a basic strategy to ensure accountability, reduce ambiguity, and align responsibilities with institutional goals. These job descriptions are not rigid or bureaucratic, but are formulated adaptively, taking into account national policies and the local context of the institution.

As explained by the head of the madrasah: *"The preparation of job descriptions is very important so that all parties know what their responsibilities are. We prepared them with reference to the guidelines from the Ministry of Religious Affairs. But we also adjusted them to the conditions and needs of our madrasah."* This statement shows that institutional practices refer to the regulatory framework (e.g., technical guidelines and implementation guidelines from the Ministry of Religious Affairs), but remain flexible in their application in the field. This reflects a hybrid governance approach that balances policy compliance and contextual flexibility (Bush, 2011).

Teachers also agreed that the job descriptions were very helpful for daily instructional planning. One teacher said: *"These clear job descriptions also provide me with sufficient guidance and reduce confusion in carrying out my daily tasks."* This is in line with the literature, which shows that a good role structure can reduce task ambiguity and increase pedagogical cohesion (Leithwood & Jantzi, 2000).

More than just a formal document, the findings show that *flexible interpretation* of job descriptions is an important characteristic in daily practice. The head of the madrasah emphasised the importance of adaptability, whereby regulatory standards are not applied rigidly but are reinterpreted according to the needs and dynamics of human resources in the madrasah.

These findings indicate that role clarity at MIN 20 Aceh Besar does not only stem from the mandate of superiors, but also results from a mutual understanding among actors at various levels. Madrasahs operate with a dynamic balance between formal documents and informal relational practices. Job descriptions serve as a compass, while collaboration and contextual assessment function as directional control mechanisms.

In conclusion, the preparation and delivery of job descriptions at MIN 20 Aceh Besar is an important foundation for organisational coordination, professional accountability, and staff autonomy. The combination of regulatory compliance and local adaptation reflects a governance model that values both structure and flexibility.

e. Monitoring and Evaluation in Team Task Management

Analysis of interview data revealed a key theme: *routine and participatory evaluation as an instrument to improve the effectiveness of task distribution and team performance*. At MIN 20 Aceh Besar, evaluations of the work system are conducted periodically, usually every semester, or three times a year, involving all stakeholders through coordination

meetings. As stated by the head of the madrasah: *"We usually conduct evaluations every semester. We sit together in meetings, involving all parties. We evaluate each area thoroughly."* This context shows that evaluations are not only administrative in nature, but also serve as a basis for developing the next work programme.

The field coordinator added that the frequency of evaluations sometimes reaches three times a year: *"We all gather, then sit together to discuss what has been going well and what still needs to be improved. Each section is asked to submit reports and input."* In this context, evaluation serves as an open and systematic forum for dialogue to assess the quality of implementation and development needs.

From the perspective of administrative staff, evaluation takes place not only formally through meetings, but also on an ongoing basis: *"If there are obstacles, we immediately communicate with the head of the madrasah. Evaluations are usually conducted every semester. We discuss what we need to improve through meetings."* This reflects an evaluative approach that is adaptive and responsive to operational issues.

Teachers highlighted evaluations that included documentation and classroom observation: *"Teacher performance evaluations are conducted two to three times a year. The team also conducts direct observations in the classroom. The head of the madrasah also actively participates."* These evaluations enable concrete and relevant feedback to improve the quality of learning.

The above findings are in line with the theory of *continuous improvement* in education management, which emphasises the importance of systematic evaluation to ensure the effectiveness and quality of the process (Basidin, 2023:11). The practice of evaluation, which is carried out periodically and involves all stakeholders, reflects a participatory and systematic approach to decision-making.

Overall, the monitoring and evaluation carried out at MIN 20 Aceh Besar shows a mature balance between formal mechanisms and responsiveness to real needs. Regular evaluations enable the identification of operational issues and the strengthening of the task distribution system, while the active involvement of various stakeholders makes evaluation a capital for sustainable development. These findings are relevant to the research objectives regarding the effectiveness of the personnel management system in madrasahs, and form the basis for recommendations for data-based evaluation practices and team collaboration. Future research could explore how continuous evaluation affects teacher motivation and the quality of educational services.

f. Training and Provisioning

In-depth analysis reveals a key theme: *training and provisioning as a proactive team-building strategy relevant to organisational needs*. Madrasah principals stated that madrasahs deliberately organise training programmes, such as team management workshops and effective communication training, conducted in collaboration with external parties to broaden the perspectives of staff and teachers: *"We have held several special training or provisioning sessions. We have also invited external speakers, such as from the Ministry of Religious Affairs or professional training institutions."* This context demonstrates institutional investment in staff capacity building in response to the complexity of collective tasks.

The field coordinator added that training was conducted regularly in the form of KKG or internal seminars: *"For example, some teachers have shortcomings in the field of technology. The school holds seminars or training, usually once a week from 2 to 3 pm."* This practice demonstrates the implementation of contextual and routine internal briefings tailored to the actual needs of teachers.

From the perspective of administrative staff, external training is a specific development opportunity: *"I attended training in Samosir organised by the Ministry of Religious Affairs on the work proportion of administrative staff."* This indicates that the direction of training considers the functional duties of staff and the proportion of expertise required.

The implementation of this training is in line with the theory of *professional development* and *capacity building* in education, which states that improving staff capabilities through training can increase the effectiveness of task implementation (Basidin, 2023:11). The approach that combines external and internal training demonstrates participatory, adaptive, and institution-oriented principles.

The involvement of external presenters (government or professional institutions) shows that madrasahs adopt an *instructional leadership* approach, actively seeking external resources to strengthen team capabilities (Ramli and Setiawan, 2022:45). On the other hand, internal training shows that madrasahs also utilise local capacity as a basis for joint development.

In practice, training and provisioning at MIN 20 Aceh Besar are not viewed as uniform or sporadic, but as part of a continuous development system. External training provides insight and official certification, while internal provisioning maintains continuity of practice and adaptability to local conditions. This combination creates synergy between external resources and local potential.

Overall, this study finds that the training and provisioning carried out at MIN 20 Aceh Besar in the form of participatory training is a form of team development. The approach taken is contextual and participatory capacity building. This practice has implications for human resource development policies in educational institutions: a combination of external and internal training can strengthen institutional solidarity and improve the professional capabilities of staff. Further research is recommended to explore the long-term effects of this training on work motivation, team collaboration effectiveness, and the quality of educational services.

2. Obstacles Faced by Madrasah Principals in Managing *Teamwork*

In the process of managing teamwork at MIN 20 Aceh Besar, the head of the madrasah faced several obstacles that affected the effectiveness of the team's work. One of the main obstacles

a. Trust

One of the main themes that emerged from the results of this study related to the obstacles faced by the headmaster in managing teamwork at MIN 20 Aceh Besar is "trust within the limits of control", which is a form of trust given by the headmaster to team members, but still within the corridor of supervision and control of the leadership. This theme reflects a leadership dynamic that seeks to balance delegation and responsibility amid various coordination challenges and time constraints.

The principal of MIN 20 Aceh Besar stated, *"I give trust to my staff and teachers, but they remain under my supervision and control. Because I cannot possibly handle everything directly. For example, for the student affairs department that has activities, they already know their respective duties, so I don't interfere too much. But I still supervise, such as asking if there are any obstacles or shortcomings, then I help and confirm with the relevant parties."*

This statement shows a pattern of task distribution based on trust, but not completely detached from the control of the madrasah principal. Thus, trust here is

functional, given within the framework of a work structure that is still controlled from above. This is also confirmed by the field coordinator, who states that: *"I feel that the head of the madrasah gives full trust, although in certain matters he regularly communicates with me regarding obstacles in the field and necessary requirements."*

In conclusion, it can be concluded that the trust given by the madrasah principal to team members at MIN 20 Aceh Besar is conditional trust, which remains within a structured supervisory system. Although this strategy has proven effective in maintaining the running of the programme and preventing task disorientation, in practice it can give rise to ambiguity in roles and limits on initiative. Therefore, it is necessary to strengthen a collaborative culture that encourages more organic trust, without neglecting the principle of accountability. Further research is recommended to explore similar experiences in the context of private madrasahs or institutions with more flexible organisational structures, in order to enrich the understanding of trust-based leadership dynamics in the context of Islamic education .

b. Communication

One important theme that emerged from the results of this study related to the obstacles faced by madrasah principals in managing teamwork at MIN 20 Aceh Besar was the dynamics of communication in teamwork management. Communication is a vital element in teamwork coordination, but in practice it often does not run smoothly. At MIN 20 Aceh Besar, the findings show that communication obstacles tend to be incidental and are more influenced by the madrasah principal's workload and technical conditions in the work environment.

The madrasah principal stated, *"When it comes to communication, there are indeed small things that are sometimes overlooked, for example, when I am busy, I may forget to give instructions, such as training registration. However, when I remember and still have time, I immediately reconfirm."* This statement shows that although communication is active, there are communication gaps due to the principal's limited time and capacity to handle various matters simultaneously.

The field coordinator added that informal communication also plays an important role in maintaining team harmony. He stated, *"In my opinion, small things like that should not be exaggerated so as not to create gaps that can hinder cooperation. The most important thing is that the relationship is maintained."* This shows that an organisational culture that upholds social relationships contributes to the correction of miscommunication culturally, not just structurally.

Meanwhile, from the administrative staff's perspective, communication barriers are more related to technical factors. An administrative staff member revealed, *"The headmaster responds very quickly, even when I contact him at night. This is because the application we use is often slow in the morning due to the large number of users."* This indicates that technology-based communication channels also experience systemic obstacles, but these are overcome through flexible communication outside of working hours.

Teachers also provided concrete illustrations of the forms of miscommunication that occur in learning activities. *"When it comes to miscommunication, it is usually my own mistake, such as being late for class. The head of the madrasah will usually remind me through the WhatsApp group, especially if there is an empty class."* Here, we can see that corrective communication is carried out both digitally and directly, reflecting active leadership in monitoring daily academic dynamics.

Analysis of these findings shows that although communication at MIN 20 Aceh Besar tends to be open and fluid, there is still *tension* between the effectiveness

of formal and informal communication. Within the framework of organisational communication theory, this pattern reflects the *transactional communication* model, namely a two-way exchange of messages that depends on the context and relationships between individuals (Robbins & Judge, 2021:55). This situational communication allows for flexibility, but also opens up the possibility of miscommunication if it is not accompanied by a systematic documentation or information recording system.

The researchers' reflections on the data collection process show that the position of the madrasah principal as the central figure in communication is still very dominant. This reflects a *leader-centred* organisational structure, in which the distribution of information is highly dependent on the physical presence and quick response of the madrasah principal. In terms of methodology, the qualitative approach allows for the depiction of emotional nuances and interpersonal relationships in this communication dynamic, but has limitations in measuring the consistency and dissemination of information quantitatively.

The contribution of these findings to madrasah leadership practices is the emphasis on the importance of establishing a more systematic and documented communication system without sacrificing the interpersonal closeness that has been built. This can be done through the integration of efficient digital platforms, regular communication schedules, and clear information chain mapping.

In conclusion, it can be concluded that communication obstacles in teamwork management at MIN 20 Aceh Besar are incidental and can be overcome through flexible and informal approaches. However, dependence on a single leader and the absence of a structured communication documentation system are potential long-term obstacles. Therefore, further research is recommended to explore internal communication models based on information systems that support sustainable communication, especially in the context of state madrasahs with limited bureaucratic structures and authority.

c. Commitment and Responsibility

One of the central themes that emerged from the interviews in this study was the commitment and responsibility of team members in carrying out their respective duties. In the context of teamwork management, these two aspects are the main foundations for creating synergy, efficiency, and success in educational organisations, particularly in the environment of MIN 20 Aceh Besar. Although commitment is generally considered to be quite strong, the head of the madrasah revealed that diversity in the level of commitment remains a challenge.

The headmaster stated, *"Regarding commitment, as I mentioned earlier, some have strong commitment, while others still lack it. However, Alhamdulillah, every task that I give to teachers and staff, insyaAllah, is still being carried out and completed well."* This statement illustrates the complex reality of leadership in educational institutions, where the diversity of individual characters poses a challenge in maintaining consistent team performance. Uneven commitment indicates the potential for inequality in team contributions, which can affect collective work efficiency (Fahmi, 2021:112).

One of the field coordinators offered a different perspective, emphasising that commitment is not only an administrative responsibility but also a dedication to the students. He stated, *"My job is not only to teach, but also to make children feel comfortable, protected, and to help them achieve their dreams."* This reflects a value-based and humanistic

work paradigm, which is in line with the principles of holistic education (Suryani, 2020:69).

Similarly, administrative staff also showed a high level of commitment to their duties, accompanied by recognition of the dedication of their colleagues. He stated, *"Each person has their own duties and responsibilities according to their field, and I see that they are also committed to completing these tasks well."* This shows that even in the non-teaching sphere, a sense of responsibility is embedded in the work culture at the madrasah, although it is not yet uniformly applied.

In conclusion, these findings show that the commitment and responsibility of the team members at MIN 20 Aceh Besar are generally well established, although not evenly distributed across all elements. Strengthening the performance management system, feedback mechanisms, and continuous coaching are the directions that need to be pursued to balance moral values, personal motivation, and professional governance. Further research is recommended to explore the contextual factors that influence fluctuations in commitment in madrasah teamwork, as well as their impact on the quality of educational services.

d. Skill Limitations

One important finding in this study is the limited skills possessed by team members in carrying out teamwork tasks. This constraint emerges as a factor that affects the effectiveness of collective task implementation, especially when there are changes in roles or work demands that require adaptation to new abilities. This phenomenon shows that individual competencies are not always in line with the needs of the team and the dynamics of the educational organisation.

The head of the madrasah described this situation directly, *"Yes, this happens quite often, especially when teachers or staff are given new responsibilities that require them to work in teams, or even lead teams. For example, there are teachers who are very good at teaching, but when given the role of being responsible for an activity, they have difficulty managing communication with team members."* This statement highlights the disparity between pedagogical competence and managerial and interpersonal communication skills. In the context of teamwork, success is not only determined by individual expertise, but also by the capacity to collaborate and manage team dynamics (Sagala, 2021:98).

Furthermore, the head of the madrasah explained the solution-oriented approach taken, namely through personal discussions and the assignment of senior mentors: *"I usually invite the person concerned to discuss the matter. Then I give guidance slowly. Sometimes I also assign a more senior teacher to be a mentor or accompany the teacher."* This strategy reflects the application of transformative leadership that prioritises a humanistic approach and collective learning (Bass and Riggio, 2019:110). This internal mentoring approach also indicates the functioning of social capital between individuals in the madrasah organisational structure.

From the perspective of the field coordinator, limited technological skills are one of the real obstacles. He revealed, *"I personally feel that I have limitations in the field of technology. Therefore, I work with younger colleagues who are tech-savvy."* These findings show a complementary cross-generational work pattern, where digital competence is an asset that is widely possessed by the younger generation (Prasetyo, 2020:123). This collaboration not only enriches the team's capabilities but also builds a space for mutual learning.

Meanwhile, the perspective of teaching staff shows a reflective awareness of their limitations and the importance of continuous learning. He said, *"I realise that I have*

limitations in my skills, especially in the field of technology. Often, I feel that I am learning together with my students." This statement reveals the horizontal dynamics in the learning process, where teachers are not always in a dominant position but are part of a shared learning ecosystem. The existence of weekly briefing programmes by madrasahs also contributes significantly to closing the skills gap, demonstrating the importance of continuous investment in human resource capacity building (Kurniawan, 2022:137).

Analysis of the overall data reveals a tension between role demands and skill readiness. In the context of complex teamwork, individuals are not only required to master their field, but also to adapt to dynamic collective roles. The lack of readiness in non-technical, soft skills such as team leadership and communication is one of the identified weaknesses. This is in line with previous studies showing that the success of educational organisations is greatly influenced by *soft skills* such as empathy, coordination, and problem solving (Widodo, 2023:74).

Conclusion

The leadership strategy of the head of the madrasah in managing teamwork at MIN 20 Aceh Besar is implemented through a collaborative, participatory, and contextual approach based on the madrasah's work culture. This strategy includes deliberative work planning through deliberation, distribution of tasks based on individual capacities, provision of clear job descriptions, and data-based monitoring and evaluation with participation. In addition, teamwork is strengthened through needs-based training, both internally and externally, which focuses on improving professionalism and team solidarity.

The leadership challenges faced by the head of the madrasah in managing teamwork at MIN 20 Aceh Besar stem from internal dynamics, such as a hierarchical culture of trust, communication that is not yet systematically documented, and disparities in commitment and skills among team members. Although a collaborative approach has been implemented, the effectiveness of teamwork is still influenced by individual capacity, limitations in the support system, and an immature work culture. Therefore, it is necessary to strengthen participatory management, provide ongoing training, and implement contextual communication and supervision policies to build professional teamwork that is oriented towards quality education.

Referring to the leadership practices of the principal of MIN 20 Aceh Besar in managing teamwork effectively, the author discovered a new theory of teamwork management, which the author named "Collaborative-Contextual Leadership Theory" (*Collaborative-Contextual Leadership Theory*) is a theoretical model that combines collaborative, participatory, and contextual dimensions as the three main axes in the process of value-based leadership in a religious education environment.

Based on the findings and limitations of this study, it is recommended that further research explore the dynamics of teamwork from a cross-level educational perspective in greater depth and evaluate the long-term impact of madrasah head leadership interventions on institutional performance. In addition, the development of a needs-based capacity building model and a

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