LEADERSHIP EFFECTIVENESS IN PROBLEM SOLVING:
A CASE STUDY OF MADRASAS IN BORNEO

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Abstract

This Article is motivated by conflicts between the principal of the Madrasa and the teachers and education personnel in the Madrasa education unit. The general objective of this study is to gain an overview of the effectiveness of the principal of Madrasa's leadership in solving problems in the Madrasa environment. This study examines the effectiveness of leadership in problem-solving for teachers and staff in Madrasas and identifies factors that influence problem-solving. The researcher used observation, interviews, and documentation methods to collect research data from teachers and education personnel and Madrasa managers at Madrasa Tsanawiya (MTs) An-Nur in Palangkaraya, State Madrasa Tsanawiya 2 (SMTs 2) in Banjar, and Madrasa Tsanawiya (MTs) Al-Kautsar in Tanah Bumbu in the academic year 2022-2023. The samples selected in this study were taken by purposive sampling, with a sample size of 12 people from each Madrasa. The principal of the Madrasa is responsible for empowering teachers and creating a harmonious Madrasa environment. Obstacles include a lack of collaboration and focus on student participation. Solutions include direct communication and involving stakeholders. The research provides recommendations for improving leadership effectiveness and problem-solving in Madrasas. Recommendations for the principal of Madrasas, teachers, education personnel, Madrasa committee and parents of students to improve the effectiveness of the principal of Madrasa's leadership in solving problems in the Madrasa environment, creating a Madrasa environment that can support a student's learning atmosphere.

Keywords: effective leadership; problem-solving; madrasa environment

Abstrak

Artikel ini dilatarbelakangi oleh konflik antara kepala Madrasa dengan para guru dan tenaga pendidik di unit pendidikan Madrasah. Tujuan umum dari penelitian ini adalah untuk mendapatkan gambaran tentang efektivitas kepemimpinan kepala Madrasah dalam menyelesaikan masalah di lingkungan Madrasah. Penelitian ini menguji efektivitas kepemimpinan dalam pemecahan masalah bagi para guru dan staf di Madrasah serta mengidentifikasi faktor-faktor yang mempengaruhi pemecahan masalah. Peneliti menggunakan metode observasi, wawancara, dan dokumentasi untuk mengumpulkan data penelitian dari para guru dan tenaga pendidik serta manajer Madrasah di Madrasah Tsanawiya (MTs) An-Nur di Palangkaraya, Madrasah Tsanawiya Negeri 2 (SMTs 2) di Banjar, dan Madrasah Tsanawiya (MTs) Al-Kautsar di Tanah Bumbu pada tahun akademik 2022-2023. Sampel yang dipilih dalam penelitian ini diambil melalui purposive sampling, dengan ukuran sampel sebanyak 12 orang dari setiap Madrasah. Kepala Madrasah bertanggung jawab untuk memberdayakan para guru dan menciptakan lingkungan Madrasah yang harmonis. Hambatan-hambatan meliputi kurangnya kerja sama dan fokus pada partisipasi siswa. Solusinya meliputi komunikasi langsung dan melibatkan para pemangku kepentingan. Penelitian ini memberikan rekomendasi untuk meningkatkan efektivitas kepemimpinan dan pemecahan masalah di Madrasah. Rekomendasi bagi kepala Madrasah, para guru, tenaga pendidik, komite Madrasah, dan orang tua siswa adalah untuk meningkatkan efektivitas kepemimpinan kepala Madrasah dalam menyelesaikan masalah di lingkungan Madrasah dan menciptakan lingkungan Madrasah yang dapat mendukung suasana pembelajaran siswa.

Kata kunci: kepemimpinan efektif; pemecahan masalah; lingkungan madrasah

Introduction

The environment of a madrasa holds paramount importance, and effective leadership is crucial in realising the institution's goals and aspirations, with a key focus on cultivating a supportive and conducive madrasa environment by establishing, nurturing, maintaining, and restoring trust among teachers and staff. This trust-building process should be approached positively, steadily progressing with unwavering commitment. It is important to view trust as an opportunity rather than a risk, as this mindset fosters positive outcomes.

Promoting mutual respect and meaningful social interactions builds a harmonious environment. Suharyanto (2021) emphasises the positive impact of respect in social transactions, particularly face-to-face conversations, in upholding community harmony. Similarly, Bratawijaya (2000) highlights the pivotal role of fostering harmonious relationships among team members. Creating synergy within a madrasa requires trust, effective communication, and creativity (Lawrence, 2017). Building trust is essential and should be approached wisely, as it can drive change and generate desired transformations (Rustiono, 2016). Leaders should prioritise trust-building, effective communication, and encouraging creativity to foster an environment where teachers and staff work together synergistically to achieve optimal outcomes.

Sainuri, Sudarmin, Utomo, and Juul (2017) explain that the educational environment significantly influences the success of a student's education, both positively and negatively. The excessive use of gadgets poses challenges, such as a decrease in students' enthusiasm for learning, as highlighted by the research conclusions of Manguma, Nadeak, and Simbolon (2022) regarding the effect of gadgets on children's social development. Furthermore, Madrasa Principals face the challenge of adapting to the madrasa environment within a relatively short replacement period. The social environment, where daily activities occur, plays a crucial role in shaping an individual's behaviour and discipline, as noted by Pakaya, Posumah, and Dengo (2021). Sainuri et al. (2017) concluded that the educational environment could manifest through personal hygiene, class cleanliness, and congregational worship according to beliefs and practices.

Djollong and Risdayanti (2017) proposed three habits for an effective educational environment: personal hygiene, classroom cleanliness, and practising religious beliefs and sports together. These habits require strong support and commitment from all school members, including teachers, education staff, principals, and school committees. Sainuri et al. (2017) agreed with this notion, emphasising that a conducive environment contributes to students' comfort and enthusiasm for learning. The educational environment plays a vital role in the educational process, with its condition greatly impacting a child's educational success—physical, social, and academic factors (Ginanjar, 2020).

In an educational institution, particularly a Madrasa, the principal of the institution holds significant responsibility for its success or failure. Fadhli's (2016) research highlights the crucial role of the Madrasa principal in developing an effective school through leadership. Effective principals possess competencies, intelligence, interpersonal skills, vision, and the ability to mobilise resources to achieve school goals (Ashar, 2017). Problem-solving is an integral part of the thinking process, involving identifying and solving problems (Marsano et al., 1988).

However, Madrasa's effectiveness in achieving its goals remains low. Shomad and Sunarko (2016) note that the decision-making process often disregards the involvement of all Madrasa members, focusing solely on the leader's will. In Madrasa An-Nur, Palangkaraya, a major challenge lies in improving the professionalism of teachers in administrative and teaching activities. Developing the values and norms of administrative staff and teachers in the Madrasa environment requires a synergistic and moralistic approach. The success of educational programs and goals depends heavily on the skills and wisdom of Madrasa principals as educational leaders.

They serve as mobilisers, administrators, reformers, and motivators for all Madrasa components (Permendiknas No 28 of 2010 and Permendiknas No 19 of 2007). Problem-solving involves identifying and implementing effective solutions to address problems. It requires various abilities such as listening, analysing, researching, creativity, communication, teamwork, and decision-making. Greeno (1978) views problem-solving as a person's cognitive organising process from a Gestalt psychology perspective.

The presence of a leader is crucial for the smooth functioning of an organisation, as they are responsible for guiding and managing the activities. However, effective leadership requires a strong connection and collaboration with subordinates or employees. Without a proper attachment between leaders and subordinates, conflicts can arise due to differences in goals, leadership styles, policies, and other factors (West, 2002). Conflict is an interactive process that occurs when there are disparities or disagreements between opinions and goals, and it can have both positive and negative effects on the involved parties (Eisenhardt et al., 1997). Luthans (2011) identifies individual differences, lack of information, role incompatibility, and environmental stress as other causes of conflict.

Educational organisations like Madrasas require members to establish effective cooperation, considering organisational interactions can lead to conflicts. Failure to manage conflicts can become a serious problem and hinder the effectiveness of school work. Therefore, managing conflict among Madrasa personnel is essential to prevent escalation and instead use it to improve performance (Ernalisa, Fitria, & Fitriani, 2020). Every school organisation has individuals responsible for managing organisational activities, as each member may have different interests. Various factors influence a negative orientation towards problems, including gender, emotions, situational factors, imitative behaviour, and organisational factors. Widanti et al. (2013) highlight intelligence, creativity, age, experience, imitative behaviour, education level, situational factors, biological factors, motivation, appropriate beliefs, and attitudes influencing problem-solving. Andriati (2009) mentions that intelligence, age, gender, creativity, concentration, experience, self-confidence, and social environment play a role in problem-solving. The school environment also plays a crucial role in students' learning development (Sukmadinata, 2009), and it develops naturally without deliberate planning by humans (Nata, 2016).

Based on the above information, the researcher aimed to conduct a study that examines and describes how effective the leadership of Madrasa principals is in dealing with problems within the Madrasa environment. The significance of conducting this study lies in its potential to provide valuable insights into the role of Madrasa leaders in problem-solving and addressing challenges within the educational setting. By assessing the effectiveness of the principal of Madrasa's leadership, the study can shed light on the strategies and approaches leaders use to manage conflicts and overcome obstacles in the Madrasa environment.

Understanding the effectiveness of Madrasa leaders in problem-solving is crucial for several reasons. Firstly, it can improve Madrasas' overall performance and efficiency by identifying successful leadership practices that lead to effective resolution of issues. This knowledge can guide future leaders in developing their skills and competencies to create a conducive and productive learning environment. Secondly, the study can help identify gaps or areas for improvement in the leadership approaches currently employed within Madrasas. By pinpointing specific challenges or shortcomings, the research findings can inform the development of targeted interventions or training programs to enhance leadership effectiveness and problem-solving capabilities among Madrasa principals.

Moreover, examining the effectiveness of Madrasa leadership in addressing problems can have broader implications for the field of education. The insights gained from this study can contribute to the existing body of knowledge on educational leadership and provide valuable

guidance for leaders in various educational contexts, not just limited to Madrasas. In summary, conducting this study holds significance as it can offer valuable insights into the effectiveness of Madrasa leadership in addressing problems. The findings can potentially enhance leadership practices, improve Madrasa performance, and contribute to the broader field of educational leadership.

Method

This study employed an exploratory, descriptive research method with a qualitative approach, as Sugiyono (2013) outlined. This approach involved directly engaging with the research subjects and exploring targeted research questions to identify and understand the problem. The study followed the principles of qualitative research, as defined by Moleong (2006), which aims to produce descriptive data in the form of written or oral words from individuals and observable behaviours (p. 9). To gather the necessary data, the researchers identified key informants as a starting point to obtain comprehensive information.

This study was conducted during the academic year 2022/2023. It involved the principals of three Madrasas, namely MTs An-Nur in Banjar, MTsN 2 in Tanah Bumbu, and MTs Al-Kautsar in Palangka Raya, as key informants. To collect data, field research techniques were employed by utilising various methods. Firstly, observation was conducted, where the researcher actively participated in teacher and staff management events at the three Madrasah Tsanawiya. This approach allowed for in-depth observations and documentation of the effectiveness of leadership in resolving issues within the Madrasa environment. Secondly, interviews were conducted with 12 teachers and staff members from each Madrasa Tsanawiya, gradually developing into structured or unstructured interviews. These interviews aimed to obtain information and insights on the effectiveness of leadership in addressing Madrasa-related problems. Lastly, documentation studies involved collecting and analysing relevant records and documents to gather secondary data regarding the effectiveness of leadership in addressing issues within the Madrasa environment. By employing these field research techniques, the researcher sought to comprehensively examine the effectiveness of leadership in problem-solving within the Madrasa setting, drawing insights from firsthand observations, interviews with key stakeholders, and existing documentation. The collected data will be systematically organised, explained, and analysed to derive meaningful insights and draw conclusions from the study.

Results and Discussion

Results

Madrasa Tsanawiya An-Nur in Palangkaraya

Nine out of twelve research subjects view problems as a natural process of experiencing social issues in the Madrasa environment. The data above indicates that problems are inevitable in a certain stage of life, so they do not preconceive facing problems. This means they consider experiencing problems normal and do not need to be overly problematic. On the contrary, problems are seen as opportunities to learn and improve in facing life's challenges. The principal can use this life test as a positive thing so that the interaction between the principal of the Madrasa with teachers and administration runs well and communication flows smoothly without any negative perceptions or prejudices.

Moreover, it is worth noting that among the research subjects, seven research subjects not only view problems as a natural process in social life within the Madrasa environment but also

hold a distinct perspective wherein they perceive problems as a positive thing, reflecting an underlying optimistic attitude towards encountering challenges. This particular group of subjects demonstrates an exceptional ability to recognise the inherent opportunities for personal development and growth that arise from confronting difficulties. By embracing this positive outlook, they actively seek to extract valuable insights, acquire new skills, and cultivate resilience through problem-solving, fostering a proactive approach towards personal and professional advancement within the Madrasa context.

The research findings also shed light on the significant role of interpersonal support and collaboration in problem-solving, as revealed by nine out of twelve research subjects who firmly believe in the positive impact of receiving assistance from others. These results underscore the inherently social nature of human beings, who naturally rely on one another for collective engagement and shared endeavours. The study provides compelling evidence that most participants recognise the substantial advantages of seeking help from their peers, as it not only expedites the resolution of problems but also enhances their overall learning experience. This recognition reinforces the fundamental importance of cooperation and collaboration, as individuals draw strength and mutual benefits from their interactions. Moreover, the research demonstrates the intrinsic human need for social interaction and support when confronting challenges and adversities. By harnessing the support of their peers, individuals gain access to fresh perspectives, more effective problem-solving strategies, and invaluable moral encouragement, all of which contribute to their ability to surmount difficulties with greater resilience and success. These findings affirm the profound impact of social networks and cooperative endeavours in facilitating personal growth and overcoming obstacles in various facets of life.

Regarding problem-solving, the approach adopted by the research subjects reveals several key strategies employed to address challenges within the Madrasa setting. Among the respondents, ten out of twelve research subjects acknowledged the significance of meeting with the Madrasa principal and supervisor to seek guidance and support. Additionally, a considerable proportion of nine out of twelve research subjects expressed their inclination towards soliciting assistance from others when confronted with difficulties. Moreover, in nine out of twelve research subjects, an equal number of respondents emphasised the importance of wise and effective verbal or written communication with individuals encountering problems. Furthermore, nine out of twelve research subjects preferred autonomously addressing issues by relying on their problem-solving abilities. Notably, an equivalent number of participants, nine out of twelve research subjects, emphasised the role of providing sagacious guidance, setting examples, administering measured reprimands, and implementing sanctions for teachers and administrative staff experiencing challenges. Lastly, an identical proportion of nine out of twelve research subjects indicated their inclination to foster closer relationships with teachers and school staff, demonstrating a vested interest in their well-being to ensure their sustained commitment to the Madrasa organisation. These findings highlight the respondents' multifaceted problem-solving strategies, showcasing their proactive and comprehensive approach to managing issues within the Madrasa environment.

The findings indicate that most research subjects perceive problems as a natural and normal part of social life in the Madrasa environment. They view problems as learning and personal growth opportunities rather than overly problematic occurrences. The Madrasa principal can leverage this perspective to promote positive interactions and smooth communication among the principal, teachers, and administration. Furthermore, a subgroup of subjects demonstrates an optimistic attitude towards problems, recognising the potential for personal development and growth through problem-solving. The research highlights the significance of interpersonal support and collaboration in problem-solving, with most subjects acknowledging the positive

impact of receiving assistance from others. Seeking help expedites problem resolution and enhances the overall learning experience.

The research findings also reveal key strategies employed by the subjects to address challenges within the Madrasa setting. These strategies include holding meetings with supervisors, seeking assistance from others, effective communication, self-reliance, providing guidance and sanctions, and fostering closer relationships with teachers and staff. These findings showcase the subjects' proactive and comprehensive approach to managing issues, emphasising the value of social networks and cooperative endeavours in facilitating personal growth and overcoming obstacles.

State Madrasa Tsanawiya 2 in Banjar

Ten out of twelve research subjects recognised that problems are opportunities for personal improvement. They viewed problems as patience tests and challenges requiring innovative solutions while relying on Allah. Rather than avoiding them, they saw problems as stepping stones to elevate their abilities in managing Madrasas, considering problem-solving an integral part of their thinking process.

Furthermore, seven out of twelve research subjects had a positive outlook towards problems. It is important to acknowledge that individuals possess different attitudes and personalities, which can be a valuable asset for a Madrasa principal. Understanding and being aware of the characteristics and tendencies of subordinates is crucial for effective leadership, as it helps prevent negative consequences that could harm the organisation. Embracing the natural differences among individuals allows a Madrasa principal to read and comprehend these variations, enabling them to manage their subordinates effectively.

Regarding problem-solving approaches for teachers and staff, it was found that nine out of twelve research subjects recognised the importance of maintaining close communication within the Madrasa organisation to prevent problems. Similarly, they acknowledged that fostering a sense of ownership among school community members is vital to encourage collaboration. Additionally, differences of opinion and the busy teaching schedule were identified as potential problems within the Madrasa organisation. Another issue nine out of twelve research subjects highlighted was the detrimental effect of communication gaps. Furthermore, a significant majority of ten out of twelve research subjects acknowledged that personal interests and external factors could negatively impact the stability and performance of the Madrasa organisation.

In summary, the research findings demonstrate that most research subjects perceive problems as opportunities for personal growth and improvement. They are seen as tests of patience and challenges that require innovative solutions while relying on Allah. A positive attitude towards problems and understanding of individual differences were also emphasised. The importance of close communication, fostering ownership, and addressing potential sources of conflict within the Madrasa organisation was highlighted as key problem-solving approaches. Moreover, the research findings suggest that problems are inevitable in managing Madrasas, and a positive attitude towards problems can lead to personal growth and innovation. The study emphasises the importance of relying on others, having the courage to face problems, and caring for members in solving problems and preventing their recurrence. These findings could provide insights for leaders and educators in the Madrasa environment on approaching and solving problems effectively while fostering a positive organisational culture.

Madrasa Tsanawiya Al-Kautsar in Tanah Bumbu

Eight out of twelve research subjects viewed problems as a way to improve themselves. This result shows that problems do not make them have a negative attitude. They see problems as opportunities to learn, grow, and improve themselves. By adopting a positive attitude towards

problems, the subjects can change their perspective on difficult situations and turn them into opportunities for personal development. This can help improve their quality of life and mental well-being.

Moreover, five out of twelve research subjects view problems positively. They believe that everyone is unique and has different points of view. When they come to the school, they may bring their points of view, their cultures, and experiences. This statement implies that differences in attitudes and personalities among members are normal in an organisation, especially in the context of leadership in a Madrasa. Although there are differences in views and approaches to a problem, it can be seen as a source of strength that can be utilised to achieve organisational goals positively.

Four out of twelve research subjects believe that the assistance of others will expedite problem-solving and turn the experience into a valuable life lesson. Three out of twelve research subjects believe that having the courage to face problems will expedite problem-solving while caring for others will minimise the occurrence of problems. However, this opinion only represents a small portion of the respondents and cannot be generalised to the entire population. Additionally, it is not explained whether there are respondents who have different opinions or no opinions at all on the topic.

Six out of twelve research subjects feel that teachers and education personnel who cannot work together become a problem for the Madrasa organisation. This highlights the importance of teamwork and collaboration among educators in achieving organisational goals. Five out of twelve research subjects believe that negative attitudes and thinking will hinder problem-solving, while three out of twelve research subjects) feel that a lack of support and self-confidence will slow the resolution of a problem. This emphasises the importance of having a positive attitude and mindset, receiving support and building self-confidence to solve problems effectively.

The findings indicate that many research subjects view problems as self-improvement opportunities. They see problems as a means to learn, grow, and enhance themselves, leading to a positive attitude and improved mental well-being. Additionally, some subjects recognise the value of embracing differences in attitudes and personalities among individuals within the Madrasa organisation, considering it a source of strength towards achieving organisational goals. Furthermore, some subjects acknowledge the importance of seeking assistance from others and displaying courage in problem-solving. Caring for others and maintaining a positive mindset are also seen as factors that can contribute to effective problem resolution. However, it should be noted that these perspectives represent a smaller subset of respondents and may not be generalisable to the entire population.

Moreover, teamwork and collaboration among teachers and education personnel are essential for a well-functioning Madrasa organisation. Negative attitudes and lack of support or self-confidence are potential hindrances to problem-solving. Consequently, cultivating a positive attitude, seeking support, and building self-confidence is crucial for effective problem-solving. The research highlights the importance of perceiving problems positively, embracing diversity, seeking assistance when needed, and fostering teamwork and a positive mindset in addressing challenges within the Madrasa context. Moreover, the findings also suggest that positive attitudes towards problems, collaborating with others, and learning from experiences are important factors in effective problem-solving and personal development. Additionally, teamwork and a positive mindset are important for achieving organisational goals in a Madrasa setting.

Discussion

The study's findings at Madrasa Tsanawiya An-Nur in Palangkaraya suggest that most participants perceive problems as a natural part of life within the Madrasa setting. They view

problems as necessary for personal growth and development rather than overwhelming challenges. Additionally, a significant number of participants hold a positive outlook on problems. These findings support the idea proposed by Marsano et al. (1988) that problem-solving is an essential aspect of cognitive processes and the ability to address and resolve problems. Similarly, Hamalik argues that problem-solving involves mental and intellectual processes such as problem identification, the use of accurate information, and drawing well-founded conclusions. The study also reveals that courage, concern for others, and seeking help from peers are crucial factors in effective problem-solving. Female teachers tend to rely more on emotions than rationality when dealing with problems. Emotional intelligence, age, situational factors, imitative behaviour, and organisational factors influence problem-solving abilities.

Moreover, the study identifies a lack of support, confidence, negative attitudes, and a failure to collaborate as barriers to problem-solving. Participants suggested addressing these issues by meeting with the Madrasa principal and supervisor, engaging in verbal or written communication, providing guidance and gradual reprimands, and fostering stronger relationships with colleagues. The study's findings are consistent with Wilson's (2013) conclusion that collaborative leadership effectively addresses complex problems and challenges. Furthermore, the research supports McCarthy et al.'s (2011) study, which suggests that leadership emphasising collaboration can overcome existing barriers and promote a positive school culture. Collaborative leadership involves working with individuals or groups from diverse backgrounds, skills, and experiences to achieve shared objectives. The findings also align with Krisbiyanto's (2019) assertion that Madrasa leaders should possess idealism and intellectuality to solve various problems effectively. The study indicates that most participants view assistance from others as a positive factor in expediting problem-solving and transforming problems into valuable life experiences. This highlights the human need for cooperation and collaboration in overcoming challenges, as supported by Dugang's (2020) conclusion that teamwork and school effectiveness are crucial for overall operational success. In conclusion, the study suggests that problems are inevitable and can be viewed positively as opportunities for personal growth and improvement. Effective problem-solving requires a collaborative and optimistic mindset, emotional intelligence, and a willingness to seek assistance and support from others.

The study's findings at Madrasa Tsanawiya 2 in Banjar indicate that most participants perceive problems as opportunities for personal growth and a test of their resilience and problem-solving skills within the context of Madrasas. This suggests that problems are seen as opportunities to enhance their abilities to manage Madrasas. Additionally, the study reveals that individuals possess diverse attitudes and personalities, which can be strengths for a school principal. However, a Madrasa principal must be aware of and understand the characteristics and tendencies of their subordinates to prevent any negative consequences that could harm the organisation. Furthermore, experts emphasise that the quality of the organisational environment is a relatively stable condition that influences the behaviour of all members and serves as a characteristic of the organisation. Effective school leaders adopt a constructive approach when dealing with various situations. The study also identifies factors such as gender, emotional state, situational context, imitative behaviour, and organisational factors that can influence a positive orientation toward problems. Therefore, Madrasa principals must consider these factors to foster a positive attitude toward problems among Madrasa members. Strategies employed by school leaders to enhance teacher motivation include creating a harmonious and cooperative atmosphere among teachers, increasing teacher commitment through seminars and training, inviting tutors to the school, and providing opportunities for ongoing teacher education.

Furthermore, the study identifies several factors that can contribute to problems within the Madrasa organisation, including communication gaps and a lack of ownership among school community members, differences in opinions, busy teaching schedules, personal interests, and

external factors. Teachers and staff must recognise these factors and collaborate to address potential challenges. These findings support the conclusion that interpersonal communication between the Madrasa principal and teachers is primarily established formally, focusing on motivation, direction, and reprimands. This creates a gap between teachers and the Madrasa principal. Most participants perceive problems as an inevitable and natural part of life, demonstrating a positive attitude and readiness to confront them. Therefore, Madrasa principals can leverage this positive attitude to develop leadership skills and effectively manage organisational conflicts. Failure to control conflicts can lead to serious issues and hinder the effectiveness of the school's work. In such situations, managing conflict among Madrasa personnel is necessary to prevent escalation and utilise them as opportunities for performance improvement. Overall, the findings emphasise the significance of adopting a problem-solving approach and promoting effective communication in managing Madrasas. By perceiving problems as opportunities for growth and improvement and working collaboratively to address challenges, Madrasa organisations can thrive and achieve their objectives.

The findings of the study conducted at Madrasa Tsanawiya Al-Kautsar in Tanah Bumbu, South Kalimantan Province, indicate that individuals have varying attitudes toward problems, and it is crucial for a Madrasa principal to understand and utilise these attitudes to foster positive interactions and communication within the organisation. This aligns with Krisbiyanto's (2019) recommendation that Madrasa principals should possess idealism and intellectuality to address various problems effectively. The research findings demonstrate that most participants consider assistance from others as valuable in expediting problem-solving and transforming problems into learning experiences. This highlights the importance of cooperation and collaboration among individuals as they work together to solve their problems, supporting Tenner and Detero's (1992) conclusion that teamwork is essential for achieving common goals. Additionally, a few research subjects recognise that seeking help from others can expedite problem-solving and turn problems into learning opportunities. This underscores the significance of teamwork and collaboration within the Madrasa environment. In such circumstances, Kasmawati (2021) argues that a leadership model solely focused on the principal is not the best option, and school leaders should adopt a more collaborative form of leadership involving teachers, students, and stakeholders. However, negative attitudes and a lack of communication among Madrasa organisation members were potential obstacles to problem-solving.

About 41% of respondents felt that negative attitudes hinder problem-solving, while 58% recognised that a lack of close communication could lead to problems. Therefore, the Madrasa principal must address these issues and cultivate a positive and communicative environment within the organisation. Collaborative leadership, as advocated by Wilson (2013), is a practical and effective approach to addressing complex problems and challenges. These findings support the conclusion that interpersonal communication between the Madrasa principal and teachers is often limited to motivation, direction, and warnings, resulting in a gap between teachers and the Madrasa principal. Regarding problem-solving methods, the most common responses included holding meetings with the Madrasa principal and supervisor, seeking help from others, engaging in discussions with those facing problems, and attempting to solve problems independently. Some respondents mentioned possibly punishing teachers and administrative staff with problems, while others suggested caring for and getting closer to them. These findings align with Mukhtar's (2015) recommendations for school leaders to increase teacher motivation, such as fostering a harmonious and cooperative environment among teachers, providing training opportunities, inviting tutors, and supporting continued education. Overall, problem-solving skills are crucial for teachers and administrative staff in the Madrasa organisation. Gender, emotional state, situational context, imitative behaviour, and organisational aspects can influence problem-solving abilities. A positive attitude toward problems and a collaborative and communicative

environment is essential for effective problem-solving. These findings support the assertion that problem-solving is a cognitive process involving the ability to solve problems. Problem-solving is a mental and intellectual process that involves identifying and solving problems based on accurate data and information, enabling precise and prompt conclusions. Furthermore, the research suggests that different social environments can influence behaviour and discipline, reflecting one's daily living environment. Gender, emotional state, situational context, imitative behaviour, and organisational aspects influence this positive orientation.

The study findings from three different Madrasas indicate that problems are perceived as a natural aspect of life within the Madrasa environment. Participants view problems as opportunities for personal growth, resilience, and the development of problem-solving skills. Collaborative leadership and a positive attitude towards problems are crucial for effective problem-solving. Gender, emotional state, situational context, imitative behaviour, and organisational aspects influence problem-solving abilities. Communication gaps, negative attitudes, and a lack of collaboration can hinder problem-solving. Assistance from others and teamwork are valued in expediting problem-solving and turning problems into learning experiences. Madrasa principals should possess idealism, intellectuality, and effective communication skills to address problems and foster a positive environment. Overall, problems are viewed as inevitable and can be approached with optimism and a willingness to seek support and assistance from others. Effective problem-solving involves a collaborative mindset, emotional intelligence, and recognising problems as opportunities for growth and improvement.

The research findings presented in this study contribute to our understanding of the effectiveness of Madrasa principals' leadership in problem-solving within the Madrasa environment. This research expands upon the existing literature by focusing on the specific context of Madrasas. In contrast, previous studies, such as Krisbiyanto's (2019) research, examined the relationship between transformational leadership style and teacher job satisfaction in Madrasah Aliyah. Similarly, Shomad and Sunarko's (2016) research utilised a descriptive qualitative approach to assess the quality of Madrasah principal leadership in Indonesia, specifically in Demak.

Moreover, this study comprehensively describes various leadership types, decision-making principles, supervision methods, and factors influencing successful leadership in Madrasah settings. It is a valuable reference for future research endeavours and provides new insights for policymakers and practitioners in education and leadership. While previous studies did not specifically address the effectiveness of Madrasa principals' leadership in problem-solving within the Madrasa environment, the research conducted by Malik, Rahma, and Utami (2021) stands out for its comprehensive analysis of effective leadership styles for 21st-century Madrasah principals. This study delves into the characteristics, styles, traits, requirements, qualities, and competencies that Madrasah principals should possess to achieve their goals.

CONCLUSION

This study described the effectiveness of leadership in solving problems in three Madrasas: MTs An-Nur in Banjar, State MTs 2 Tanah Bumbu in South Kalimantan Province, and MTs Al-Al-Kautsar in Palangka Raya, during the 2022-2023 academic year for teachers and education staff. The principal of the Madrasa is responsible for maintaining and improving achievements by empowering teachers, education staff, committees, and parents of students to create quality and competitive Madrasas. A harmonious Madrasa environment must be created to achieve this, leading to positive results for all involved. Problems are viewed positively and used for self-

evaluation and becoming a learning experience. Problems are solved by involving teachers, education staff, the Madrasa superintendent, and the Madrasa committee.

Obstacles faced are members unable to work together and, lack of focus on students participating in the learning process, lack of confidence and support from various parties, as for the way to solve it by holding teacher meetings talking directly about the problem and asking for prayers from Allah SWT, getting closer to the teacher and education personnel and provide sanctions to teachers and education personnel who violate it. While the negative effect is the lack of focus on students participating in the learning process due to gadgets, this requires more serious and sustainable efforts and involves all stakeholders to be directed to more education.

The novelty or originality of this research lies in its contribution to expanding our understanding of the effectiveness of Madrasa principals' leadership in solving problems within the Madrasa environment, as well as providing recommendations to Madrasa principals and relevant governments to enhance leadership effectiveness. Therefore, this research can be considered to have practical value in education.

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