

Participatory Humanistic Leadership and Teacher's Professional Development in State Islamic Junior High Schools

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Abstract: This study aims to examine in depth the practice of humanism-based participatory leadership in the development of teaching staff professionalism at MTsN 17 Tanah Datar. The study employed a qualitative approach with a case study design. Data were collected through passive participant observation, in-depth interviews, and documentation. The principal of the madrasah served as the key informant, while supporting informants were selected using the snowball sampling technique. Data validity was ensured through source and technique triangulation as well as member checking, while data analysis was conducted using the Miles and Huberman interactive model. The findings indicate that humanism-based participatory leadership at MTsN 17 Tanah Datar is manifested through collective participation in program planning, collaborative dialogue, humanistic role modeling, mentoring in digital transformation, dialogical academic supervision, task distribution based on individual potential, and the provision of rewards and emotional support. These practices significantly contribute to the enhancement of teacher professionalism, the strengthening of motivation and professional autonomy, and the creation of an inclusive and collaborative organizational climate. This study integrates participatory leadership, a humanistic approach, and Islamic values within the context of madrasah education. Practically, the findings offer a leadership model that may serve as a reference for madrasah principals in sustainably developing the professionalism of teaching staff. Theoretically, this study enriches the discourse on educational leadership by providing a contextual humanistic-religious perspective.

Keywords: Humanistic Leadership, Participative Leadership, Teachers' Professionalism

A. Introduction

According to (Avalos, 2011), development professionalism power educator is an adult learning process that is sustainable, participatory, and contextual. Teachers are positioned as lifelong learners who acquire competence through introspection, teamwork, academic supervision, and decision-making. According to research, developing professionals who are supportive, collaborative, and relevant not only

improves the quality of learning and teacher satisfaction, but also strengthens psychological well-being and a sense of belonging to the organization. This is consistent with a humanistic perspective that views teachers as individuals with dignity who require self-actualization and recognition (Bush et al., 2022; Korthagen, 2016).

Change paradigm management education necessitates leadership that is more concerned with development quality sources than compliance, structure, and achievement indicators. Man of power in a holistic sense. In this regard, leadership education plays a strategic role in fostering an environment that supports organizations' professional development of educators. This is because bureaucratic leadership has been shown to be insufficient to drive meaningful change in education, in contrast to leadership that prioritizes relationships, moral principles, and support for the advancement of teacher professionals (Mincu et al., 2024). Accordingly, the idea of leadership for teachers flourishing affirms the significance of welfare, professional autonomy, and environmental supportive work as the basis for professional and personal development. This means that management education today must be focused on enhancing quality man as the center of transformation education, not just administrative demands fulfillment (Granville-Chapman et al., 2024).

Leadership participative has emerged as a pertinent strategy in context education, in keeping with the rise of teacher professionalism, which necessitates collaboration and participatory procedures. Being a leader According to (Mufidah et al., 2025), this emphasizes the active participation of resident schools in decision-making, planning, and program assessment through open communication, appreciation of feedback, and cooperation as foundation management democratic and empowering organizations. According to (Balqis et al., 2025), in the context of schools and madrasas as human-based organizations, practice leadership participatory pushes teacher involvement in compilation policy and decision making, decision strategic, so that teachers not only play a role as policy implementers but also as subject development institutions education, which ultimately strengthens the sense of ownership and responsibility answer professional.

Additionally, take a this is supported by a humanistic management philosophy. Human values, individual uniqueness, and welfare psychology are all emphasized in power man education, which serves as a basis for creating an environment that is conducive to effective and long-lasting employment. Humanism has evolved into a strategic framework in management education that is focused on meeting each person's needs and dignity in order to support professional development and empower educators in a comprehensive manner in all pedagogical, professional, social, and personal dimensions (Helmi et al., 2023).

Participatory leadership has a significant role in creating inclusive organizations,

relationships, and a peaceful workplace. According to research (Mubarok et al., 2024), the implementation of high-quality programs and the active participation of teachers, staff education, students, parents, and society in decision-making foster a sense of belonging, boost motivation, and strengthen the collective commitment to madrasah development. This result demonstrates the need of strategic leadership in fostering cooperation across stakeholder groups to raise the standard of elementary madrasahs.

Numerous studies demonstrate that leadership participation in madrasahs has a positive impact on teacher professionalism and performance through decision-making, program collaboration, delegation-based trust, and open and effective communication. These factors ultimately create a collaborative, conducive work environment that improves performance among students and the quality of education provided (Tanjung, 2020; Tualeka et al., 2025). Nonetheless, some significant research on participatory leadership continues to concentrate on conceptual elements, measurement, and their somewhat universal connections to performance organizations (Wang, 2024).

This study examines leadership participatory humanism in madrasahs generally, with not only does it stress teacher participation in decision-making, but it also employs leadership approaches that prioritize compassionate communication, intellectual humanistic monitoring, emotional support, and empowerment of professionals who share Islamic values. The focus research at MTsN 17 Tanah Datar enhances knowledge of practice development-oriented leadership sources and offers a contextual empirical description of implementation leadership participative in the state madrasah environment. Accordingly, this study is guided by the following research question: How is humanistic participative leadership practiced in the development of teacher professionalism at MTsN 17 Tanah Datar?

Theoretically, this research helps to broaden the study of leadership education by integrating humanistic, religious, and leadership participative approaches in the setting of madrasahs. In the real world, research In addition to analyzing his contribution to the development of professionalism, power educators, formation attitude, work professional, and the creation of a climate collaborative and community-based organization on Islamic values, this goal is to comprehend how the head of the madrasah implements leadership participatory-based humanism through teacher involvement, planning collaborative, collective dialogue, supervision of a fostering, and support of an emotional level.

B. Methods

This study employs a qualitative approach using case studies, with the goal of thoroughly and contextually examining leadership practice that is participative based on humanism in the formation of professional power educators at MTsN 17 Tanah Datar. This method was selected because it enables researchers to comprehend the

phenomena of leadership holistically through the experiences, interactions, and meanings created by the subject study in the setting of madrasah. The research site was set up at MTsN 17 Tanah Datar, taking into account the madrasah's development-oriented professional power educator, humanistic leadership, and participatory practices.

The head of the madrasah serves as the study's informant key, and informant supporters include staff education, teachers, and the deputy principal of the madrasah. Finding informants is done in a methodical manner using the snowball sampling strategy, which begins with the informant key and expands based on data requirements until saturation information is reached.

Three primary techniques were used to acquire the data. The first function of observation is passive (passive participant observation), in which the researcher watches the madrasah's head of leadership in action on a daily basis without actively participating in the activity. Second, the semi-structured interview was conducted to get detailed information about the informant's perspective, experience, and leadership-related participative humanism in development, professionalism, and power. Third, the collecting of papers such as madrasah programs, reports, activities, academic policies, archival supervision, and other pertinent documents with a focus study is utilized to supplement and reinforce field data.

Instrument analysis in this research is the primary instrument used by the researchers, backed up with documentation sheets, guidelines interviews, and guidelines observation. Rules that are utilized to maintain data collecting consistency and guarantee data alignment with the study's objectives and focus. Data validity is ensured by member checking and the triangulation approach. Triangulation is carried out using a variety of techniques and data from multiple sources, including the madrasah head, teachers, and staff education. gathering of data by observation, interviews, and documentation. After that, member verification is done. involves requesting confirmation from the informant in order to do short-term research, particularly outcomes interview data reduction, which was done through discussion group focused.

Since the start of data collecting, data analysis has been done concurrently utilizing interactive Miles and Huberman analysis models, which comprise three stages: data reduction, data display, and data extraction conclusion or verification. Researchers choose, organize, and concentrate data in accordance with objective research at this stage of data reduction. The decreased data After then, it was served in a narrative, systematic descriptive stage. finalized withdrawal conclusion based on themes, patterns, and connections between data that reflect leadership practice, humanism based on participation, and professional development at MTsN 17 Tanah Datar.

C. Results and Discussion

The head of MTsN 17 Tanah Datar uses leadership participatory based values humanism in developing professionalism power educators and staff education, according to the findings of an in-depth interview, observation, and study documentation. According to the study's findings, MTsN 17 Tanah Datar has a variety of practice leadership that exemplifies pattern leadership participatory based humanism.

Collaborative and Collective Dialogue in The Planning of Programs and The Reinforcement of The Moral Vision of The Madrasah

According to the study's findings, the madrasah head engages in leadership participatory practices by actively involving power educators in the planning, execution, and assessment of madrasa programs, particularly religious ones like prayer Dhuha, midday prayer, and Asr congregation, reading the letter of Al-Kahfi every Friday morning, and depositing daily memorization of the Qur'an. In addition to playing the function of taker policy, the head of the madrasah also directly assists and oversees the execution of programs, creating a pattern of collaborative leadership and establishing leaders as part of community madrasah activities. Collective participation as a result, the madrasah's vision is strengthened by participant moral education through internalization of religious ideals in day-to-day activities and direct mentoring by responsible educators who support individual participant education.

According to research findings (Mufidah et al., 2025), head schools that use a participatory leadership style foster a supportive atmosphere that develops professional teachers through staff and leadership participation in planning, open communication, and active collaboration. This method has been shown to boost teacher engagement and motivation, which eventually improves the caliber of instruction in classrooms. Additionally, research (Wuryandini & Miyono, 2021) demonstrates that leadership participation has a substantial impact on educators' motivation, job satisfaction, and involvement in the formulation and implementation of school policies. Additionally, open communication and group decision-making regarding shooting space at the madrasah are examples of leadership participation. Through formal meetings, roll call mornings, and casual conversations, the madrasah's head allowed for the submission, consideration, and logical follow-up of any ideas and proposals from the power educator. While ideas that have not yet been executed can be postponed with open contemplation, they will be achieved through the development of a team implementer.

This practice demonstrates that making decisions in the madrasah is not naturally centralized but rather values the intellectual contributions of all madrasa residents while also fostering a sense of collective ownership and responsibility for achieving the madrasah's shared vision. This result is consistent with the findings of a study

(Amri et al., 2025) that shows that the participatory approach to shooting space and practice dialogue used in madrasas not only reflects humanistic and democratic values, but also improves the quality of relationships between school professionals and teachers in making decisions about education. Therefore, it can be said that leadership participation is a useful tactic for raising teacher professionalism through active participation in the educational process, empowerment, and teamwork.

Model conduct Humanistic as a Foundation for Leadership

The madrasah's leader is distinguished by their constant and morally grounded human role models. At the proper moment, the madrasah head always arrives, greets participants, teaches them at the gates by shaking hands, and encourages mutual cooperation amongst madrasa residents. Exemplary conduct in addition to fostering discipline, this fosters strong relationships between the madrasah head, staff educators, and participants. The head of the madrasah adopts a humanistic approach by aligning himself with the madrasa residents, which fosters a cooperative and peaceful work environment.

Results According to a study (Lin et al., 2022), a head school that sets an example of consistent behavior, values, and commitment has a positive effect on the professionalism and motivation of its staff because power educators are motivated to emulate the leader's values, which boosts their self-efficacy and dedication to completing tasks. In this situation, the head school serves as both a source of moral and professional inspiration for power educators as well as a decision-taker.

Additional Once more, the humanistic application of exemplary behavior positions leaders as part of community work rather than as figures who provide dictatorial support for the development of an inclusive, respectful, and mutually supporting school culture. This is consistent with a study (Mansir, 2021) that claims that when leaders in education exhibit morally and supportive behavior, it strengthens the bonds between students, builds trust, and creates an environment that is favorable for the growth of professional power educators.

According to a study (Ma et al., 2025), leadership participatory that is based on interpersonal and mutual relationships can boost professional happiness and have a positive direct impact on teacher professionalism through the formation of a climate of work-based trust and community learning, which then contributes to professional teachers' happiness, particularly in a collectivistic culture. This demonstrates how a leadership style that promotes teamwork, respects collective values, and encourages open communication can boost the welfare of professional teachers a crucial component in the development of sustainable professionalism. These outcomes are consistent with research showing that teacher involvement in the leadership process fosters a sense of professional accountability and ownership, which ultimately strengthens the professionalism of educators in educational settings (Kusumawati,

2025).

MTsN 17 Tanah Datar, the humanistic head of MTsN 17, exhibits exemplary behavior that goes beyond administrative or symbolic practice to become the primary foundation for collaborative leadership that is consistently carried out. A healthy, peaceful, and community-based work environment is created by the exemplary behavior demonstrated by attitude discipline, direct involvement, equitable relations, and compassion for madrasa inhabitants. Use humanistic leadership techniques. In addition to strengthening motivation and dedication to work, this push for active power among educators fosters a sense of professional contentment and belonging. Thus, at MTsN 17 Tanah Datar, exemplary humanistic practices have been shown to strategically promote professionalism, empower educators, and serve as a platform for development leadership collaboration.

Leadership Involved in Madrasahs' Digital Transformation

According to the study's findings, the madrasah head not only promotes transformation-based technology within the madrasa setting, but also participates in the digital transformation process alongside power educators. Mentoring This covers a number of innovative technological topics, including learning-based technology, digital library development, digital administration, digital periodicals, and enhancing public relations via podcasts, social media, and the madrasah website. In order to help power educators, feel encouraged to improve their digital competencies, the madrasah principal appeared to be an active facilitator rather than only a provider of instructions.

This result is consistent with a study (Kusumawati, 2025) that found that leadership participation has a significant impact on teacher intrinsic motivation and technology adoption in practice learning. This is because teachers are involved in decision-making, receive support for innovative ideas, and have open lines of communication, all of which foster a psychological environment that is favorable to digital innovation. Furthermore, studies (Zubaidah & Putra, 2023) demonstrate that creative school cultures, teacher capacity development, and digital vision combine to enhance the use of technology in the classroom. Through continuous coaching and assistance, this approach not only improves the use of technology in the classroom but also assists educators in overcoming technological adaptation challenges. This is consistent with research showing that the madrasah's acting head actively guides teachers in using technology for innovative madrasah administration and learning.

In addition to the aforementioned conclusions, the study (Chaidir et al., 2025) reveals that teachers' adoption and integration of technology is significantly influenced by effective digital leadership in schools. The effectiveness of learning-based technology is directly impacted by the leadership of schools in promoting literacy technology and implementing digital curricula. Although adoption is influenced by the teacher's own

competency and readiness, it is confirmed that head schools that allow teachers to participate in the adoption process may assist maximize the use of digital technology in the learning process.

According to research (Dasruth et al., 2024), role leadership in promoting literacy and teacher involvement is not the only factor that determines how effective digital leadership is; proper structural support is also crucial. Limitations in digital resources, infrastructure, and methodical implementation techniques can become factors that hinder the realization of learning-based optimal technology, even though head schools play a significant role as facilitators and moderators in technology adoption. Using Therefore, for teachers' motivation to embrace technology to have a significant impact on raising the caliber of learning, participative digital leadership must be combined with preparedness, power, and careful planning.

Based on research and conversations, it is possible to draw the conclusion that the madrasa principal's leadership is crucial in advancing digital transformation through collaborative mentoring, enhancing teachers' digital proficiency, and fostering an innovative environment. In addition to overseeing policies, the madrasah's principal serves as a facilitator who encourages involvement and creativity and empowers educators to use technology. However, the success of participatory digital leadership is mostly dependent on structural preparedness, infrastructure availability, and methodical planning; therefore, leadership, teacher capability, and support source power must work in concert for sustained digital transformation.

Professionalism in Development via Intellectual Stimulation and Humanistic Supervision

The results of the study demonstrate that the madrasah's leader cultivates professionalism and power as an educator by combining intellectual stimulation with humanistic academic monitoring. Empowering educators enables the realization of intellectual stimulation. Continue to improve your skills through a variety of training programs, both independently through online courses and through madrasa-organized programs. Additionally, before the semester begins, the madrasah head needs compilation device learning in the form of a soft copy, which is then examined and returned. Practice This fosters introspection, self-evaluation, and long-term learning process improvement.

Academic supervision is simultaneously implemented in a sustainable manner using a dialogic and non-authoritarian approach. The madrasah principal provides positive feedback, emphasizing both areas that require improvement and the strengthening of individual potential. This way, monitoring is viewed as coaching rather than just supervision. Results from supervision are then used as the foundation for professional training and development initiatives. This approach reflects leadership participatory-based humanism, where professional power educators are developed in a way that is

contextual, collaborative, and needs-oriented in the field. This includes pushing innovation in learning-based technology, such as using Kahoot, Quizizz, and game-based learning to create engaging and enjoyable learning.

The aforementioned results are consistent with research (Wityastuti et al., 2025) that illustrates the relationship between style leadership head school and the enhancement of professionalism and power educators through support, training, and involvement. This result demonstrates how collaborative and participatory leadership may empower educators in the field of professional development. According to further study (Wohlfart & Wagner, 2023), supporting leaders must integrate technology in a sustainable and reflective manner in order to build professional power educators in digital contexts. This is consistent with the intellectual stimulation and encouraging strategies put in place by the head of MTsN 17 Tanah Datar.

The head of the madrasa uses academic humanistic approaches for supervision, treating teachers as subject coaches through a dialogic, sympathetic, and need-based approach. This practice is consistent with a humanistic-spiritual supervision approach, which emphasizes respect for human dignity, intrinsic motivation, and teachers' psychological well-being. Not only does this approach boost instructor professionalism, but it also positively affects motivation and helps participants learn in a sustainable way (Effendi & Sahertian, 2023).

The results of the study (Firmansyah et al., 2025) indicate that the practice development professionalism power educator through intellectual stimulation and humanistic academic supervision is in harmony with the principle of Continuous Professional Development (CPD) in the Independent Curriculum era. This is because the head of the madrasah is encouraged to participate in sustainable training, culture reflection through bait come back device learning, and supervision dialogue focused on strength in addition to increasing pedagogical and digital power educators' competence, this also strengthens professional teachers' autonomy in implementing innovative learning in accordance with participant education needs. This allows the madrasa principal to play a strategic role as a supportive CPD facilitator who helps the curriculum become sustainable and independent.

Personal Aspects of Distribution Responsibilities and Advice

The results of the study demonstrate that the madrasah's head uses a humanistic approach to task distribution and guidance, taking into account the abilities of each educator in the workforce, particularly with regard to technology and information. The system is also used to address issues that are not fully addressed collectively through peer tutoring and peer approach. This demonstrates empowering leadership, in which each individual's strengths are maximized to support colleagues who have specific weaknesses, while also fostering a culture of mutual support and shared responsibility.

Professional and learning collective engagement are positively impacted by teacher participation in distribution roles and thoughtful leadership traits. According to research on teacher leadership (Abrahamsen & Helstad, 2025), when teachers are given the opportunity to serve as mentors or mentors for their peers, this not only improves their professional competence but also strengthens their relationships with their coworkers and the community. Examine school professionalism (teacher leadership promotes peer professional learning).

Additionally, research (Akbar, 2025) explains that a PLC (Professional Learning Community) is a collaborative space where educators support one another's learning and practice. In order to improve the quality of professional teachers in general, it is important to share teaching resources, debate cases, and engage in group reflection. Practice task distribution based on individual ability, peer tutoring, evaluation based on insufficient answers, and collective leadership participatory as found in the field reflect the main group learning principle, namely study together, support one another, and reflect collectively. These findings are strengthened by (van den Boom-Muilenburg et al., 2023), which emphasizes that consistent professional learning communities require facilitative and empowering leadership to maintain collaboration, embed reflective practices into school routines, and ensure the sustainability of collective professional development over time.

Consequently, the results of the study This reinforces the participatory leadership style's ability to foster a climate that supports work sustainability, community teacher learning, and a sense of collective responsibility while advancing the professional development of educators in a sustainable and contextual manner. Therefore, the distribution strategy task based on individual ability and coaching through a friend's tutor peer review carried out by the madrasah head reflects the implementation of principle leadership humanistic and collaborative approach that enables teachers to grow together in a way that is professional. This is in line with empirical evidence that demonstrates how teacher empowerment through distribution responsibilities and collegial support can increase dedication, motivation, and excellent professionalism power educators in learning-oriented environments.

Emotional Support, Care, and Appreciation

As a kind of confession on performance power educators and staff education, the madrasah head offered a reward in the form of a certificate, direct praise, and appreciation via a WhatsApp group. Additionally, the head of the madrasah shown concern for the personal well-being of the workforce educators by managing replacement teaching, granting permission when ill, and even visiting a sick educator. Mentality This improves motivation and professionalism by strengthening emotional ties and fostering a sense of security.

According to a study (Mansur et al., 2024), teachers' self-awareness and supportive

leadership can boost their motivation, which in turn affects their dedication and performance at school. Principals who pay attention to teachers' emotional needs and provide them with performance awards foster a supportive work environment, which increases teachers' engagement and commitment to their jobs. According to research (Rahmadani & Dalle, 2020), teachers' perceptions of the effectiveness of leadership at the school and interpersonal communication through intelligence and emotion have an impact on the school climate; when leaders support emotional and effective communication, things improve school involvement and teacher motivation. Furthermore, research on emotional intelligence and leadership (Li, 2024) indicates that head teachers who possess strong emotional intelligence and demonstrate empathy and supportive behaviors toward staff significantly enhance teacher engagement and performance. Such leadership practices highlight those expressions of appreciation and individualized attention from school leaders are essential in fostering a professional and supportive work environment, as they contribute to strengthening teachers' self-esteem, work engagement, and professional commitment. As a result, the madrasah head's practice of rewarding and supporting teachers emotionally is consistent with research that demonstrates how sensitive leadership to emotional power educators can boost motivation, foster a positive work environment, and support teacher professionalism, all of which have an impact on the overall performance of the madrasah and the quality of learning.

D. Conclusions

Based on conclusions and debate, research This indicates that Tanah Datar, the head of MTsN 17, consistently and thoroughly employs leadership, participatory-based humanism, professionalism, power, and education. Demonstrate leadership by participating in group and cooperative discussions when making decisions and by setting an example of humanistic behavior that encourages relationships. Work together, supportively participate in the digital transformation of madrasahs, and become professionally sustainable through intellectual stimulation and dialogic, sympathetic academic supervision. Additionally, assigning tasks that consider individual qualities, providing coaching through friends' tutor colleagues, and enhancing community teacher learning all help to create a culture of responsible response and collective study. The madrasah head's practice of showing gratitude, concern, and emotional support also fosters a sense of security, which has a good psychological impact on educators' motivation, dedication, and performance. Overall, humanism-based leadership has been shown to play a strategic role in creating an environment that is inclusive, cooperative, and development-focused. Power man in an all-encompassing manner in order to support high-quality madrasah education that is in line with Islamic values and demands modern education, as well as to promote professionalism in education in a way that is sustainable.

This study has limitations related to its narrow scope, as it was conducted in only one madrasah, MTsN 17 Tanah Datar, so the findings cannot be fully generalized to other

contexts. The limited number of informants and the use of a qualitative case study approach make the results highly dependent on the subjectivity of both the informants and the researcher. In addition, documentation of leadership practices, particularly regarding participation and digital transformation, was not yet comprehensive. Therefore, future studies are recommended to involve broader research settings, more diverse informants, and varied methodological approaches to obtain a more comprehensive understanding.

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