



MADRASAH PRINCIPAL POLICY MANAGEMENT: SYSTEMATIC LITERATURE REVIEW AND META ANALYSIS

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Abstract

Madrasa Principal policy management is a fundamental aspect in developing the quality of Islamic education which is currently facing complex challenges in the era of globalization and digital transformation. This research aims to identify effective policy management models for madrasah principals through a systematic literature review and meta-analysis approach. Using the PRISMA protocol, from the initial 35,276 articles, five high-quality articles were obtained for in-depth analysis. The research results show four main patterns in the policy management of madrasah principals: transition from top-down to collaborative approaches, integration of technology, emphasis on crisis management, and recognition of the emotional dimension. Meta-analysis shows that technology integration (effect size 0.76) and collaborative policy making (effect size 0.72) have the strongest influence on organizational effectiveness, while crisis management (0.48) and emotional leadership (0.53) show moderate influences. Overall, madrasah principal policy management had a significant positive impact (combined effect size 0.63) with moderate-high heterogeneity ($I^2 = 68.7\%$). This research recommends developing an integrative policy management model that combines a collaborative approach with the use of technology, as well as expanding capacity development programs for madrasah heads that focus on crisis management skills and emotional intelligence.

Keywords: Islamic Education Leadership, Madrasah Principal, Meta-Analysis, Policy Management, Systematic Literature Review.

INTRODUCTION

Madrasah principal policy management is a fundamental aspect in developing the quality of Islamic education which is currently facing complex challenges in the era of globalization and digital transformation (Romandoni & Efendi, 2024). Madrasah heads as leaders of Islamic education institutions have a strategic role in determining policy direction that influences the quality of learning, developing teacher competence, and student achievement (Adilah & Suryana, 2021). Various demands for improving the quality of education, efficiency of resource management, and adaptation to technological developments require madrasa heads to implement effective, adaptive, and evidence-based policy management (Sa'duh et al., 2024). Socio-economic dynamics, changes in national education policies, and increasingly high public expectations for Islamic education make the position of the madrasa head increasingly crucial in translating these various demands into operational policies that are implemented (Hamid, 2024). The problem that arises is how to identify a policy management model for madrasah principals that is proven to be effective based on comprehensive and systematic empirical evidence, not just based on individual experience or untested theoretical assumptions.

Conceptually, Adawiah et al. (2024) defines a series of strategic processes involving collaborative policy formulation, implementation and evaluation to improve teacher performance, with a focus on increasing learning effectiveness and achieving educational goals through an evidence-based approach and the involvement of all stakeholders (Adawiah et al., 2024). Meanwhile, Alwi (2024) explains that a series of structured strategic processes to integrate educational technology

through needs-based planning, collaborative implementation and continuous evaluation to create an adaptive and innovative learning environment, in line with the demands of the digital era (Alwi, 2024). In the perspective of Islamic education, Yudha et al. (2025) emphasized that the policy management of madrasah heads must integrate Islamic leadership principles such as shura (deliberation), is (justice), and ihsan (excellence) in every decision making (Yudha et al., 2025). Mulyasa (2003) in his book “Becoming a Professional School Principal” explains that madrasa principal policy management is not just an administrative process, but rather a creative effort to combine managerial abilities and visionary leadership capacity in the cultural context of Islamic education (Mulyasa, 2003). This concept is strengthened by the educational policy theory put forward by Bell and Stevenson (2018) in David C (2023) which emphasizes the importance of “policy enactment” rather than just “policy implementation” in the context of educational institutions that have unique characteristics such as madrasas (Young et al., 2023).

Madrasah principal policy management is also closely related to educational leadership and school autonomy. According to Hallinger and Murphy (1985), in Gümüş et al., (2021) effective educational leadership is manifested through three main dimensions: defining the school mission, managing instructional programs, and creating a conducive school climate. These three dimensions become a frame of reference for madrasa heads in formulating integrated and comprehensive policies (Gümüş et al., 2021). As for school autonomy, as stated by Leithwood and Menzies (1996) in Arista et al. (2023), gives madrasa heads the freedom to design policies that are adaptive to the local context and specific needs of the institution (Arista et al., 2023). However, Ahmad (2022) reminded that the policy autonomy of madrasah heads needs to be balanced with adequate accountability mechanisms to ensure that these policies remain in line with national education quality standards and Islamic educational values (Ahmad, 2022).

Recent studies regarding the policy management of madrasah principals have developed with a focus on several important aspects, such as research by Marliyani et al. (2023) who analyzed the role of the Principal's transformational leadership in Optimizing the Implementation of the Independent Curriculum in Elementary Schools (Marliyani et al., 2023). Meanwhile, Yanto et al. (2019) explored the relationship between the managerial capacity of madrasa heads in policy formulation and improving the quality of madrasas, finding a significant correlation between the strategic competence of madrasa heads and the success of increasing institutional accreditation (Yanto & Fathurrochman, 2019). A longitudinal study by Gunarti (2022) identified data-based decision-making patterns by madrasa heads and their effects on student academic achievement over three consecutive years, showing significant improvements in madrasas that implemented this approach (Sukriyatun, 2022). In a broader perspective, Siregar et al. (2024) mapped the relationship between madrasah principals' policies in curriculum development and adaptation to the needs of industry and universities, emphasizing the importance of visionary and future-oriented policies (Siregar et al., 2024). A

comparative study by Ambiya et al. (2021) on the policy management patterns of madrasa heads in various provinces in Indonesia revealed significant variations in managerial approaches and implementation contexts, which are influenced by socio-cultural and geographical factors (Ambiya et al., 2021).

Although these studies have made valuable contributions, several significant gaps need to be addressed to comprehensively understand madrasah principal policy management. First, the majority of existing studies tend to focus on individual or small-scale case studies, making it difficult to generalize findings to a broader context. Second, there is no comprehensive analysis that integrates various aspects of madrasah principal policy management such as planning, implementation, evaluation and policy adaptation in one complete theoretical framework. Third, there is still a lack of studies that measure the effectiveness of madrasah principal policies with standardized quantitative indicators, making it difficult to compare the effectiveness of various policy models objectively. Fourth, most of the current studies have not accommodated the changing paradigm of contemporary Islamic education which emphasizes innovation, inclusiveness and sustainability in the context of global development. Fifth, existing research generally has not explicitly analyzed the relationship between the personal characteristics of madrasa heads and the effectiveness of the management of the policies implemented, even though this human capital aspect greatly determines the success of policy implementation.

Based on this gap analysis, this research aims to identify policy management models for madrasah principals that are proven to be effective through a systematic literature review and meta-analysis approach to empirical research that has been conducted in the last five years (2021-2025). Specifically, this research seeks to answer the questions: (1) How have the policy management patterns and trends of madrasah heads developed in the last decade? (2) What factors significantly influence the success of madrasah principal policy implementation based on empirical evidence? (3) How big is the combined effect (effect size) of various madrasah principal policy management approaches on improving the quality of madrasahs? (4) How can an integrative model of effective madrasah principal policy management be developed based on a synthesis of empirical findings? The novelty of this research lies in its comprehensive integration of theoretical and empirical perspectives regarding the policy management of madrasah heads through a meta-analysis approach that has never been carried out before, so that it is hoped that it can produce a more robust and evidence-based theoretical model for developing the managerial capacity of madrasah heads in the future.

LITERATURE REVIEW

The study of principal policy management has become an important focus in various educational contexts. Tshabalala and Nthontho (2024) highlight the challenges primary school principals face in implementing the free education policy in Eswatini, particularly regarding their lack

of involvement in policy development and the limited resources available. A similar study by Sari et al. (2023) in Indonesia shows that collaborative planning, forming superior classes, and integrating research into the local curriculum are the keys to improving the quality of research-based madrasas. Meanwhile, Samsudin and Jamil (2023) examined the influence of school principal policies and work motivation on teacher performance. They found that principal policies that support information technology have a significant relationship with teacher performance. In Greece, Spyropoulou and Koutroukis (2021) expressed the importance of crisis management training and emotional support for school principals in managing school units during the COVID-19 pandemic, underscoring the need for more inclusive policies. In the Philippines, Delos Reyes and Batoon (2023) explored the “emotional geography” of principal-teacher relationships. They identified that positive behaviors, such as principals' empathy and openness, contributed to good professional relationships, while negative behaviors, such as favoritism, undermined collaboration. This study produces emotion-based policies to improve relationships in educational environments.

From these various perspectives, it appears that school principal policy management does not only involve technical aspects, but also emotional, collaborative and strategic dimensions that contribute to policy effectiveness. Therefore, this study aims to integrate previous findings in a systematic review and meta-analysis to produce a comprehensive guide for madrasah principal policy management.

METHOD

This research uses qualitative methods with a Systematic Literature Review (SLR) and Meta-Analysis approach to identify effective madrasa head policy management models. The PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) protocol was implemented as a systematic methodological framework in literature selection. The process began with an initial search that yielded 35,276 articles from various electronic databases including Scopus, Scindirect and Mendeley. At the screening stage, 35,271 articles were eliminated because they did not meet the inclusion criteria which included: (1) Research Articles, (2) Publications in 2021-2025, (3) English language articles, (4) Articles from the field of Education, and (5) Content appropriate to the research focus. This systematic selection process resulted in 5 high-quality articles that met all the criteria for comprehensive review and in-depth analysis through meta-analysis.

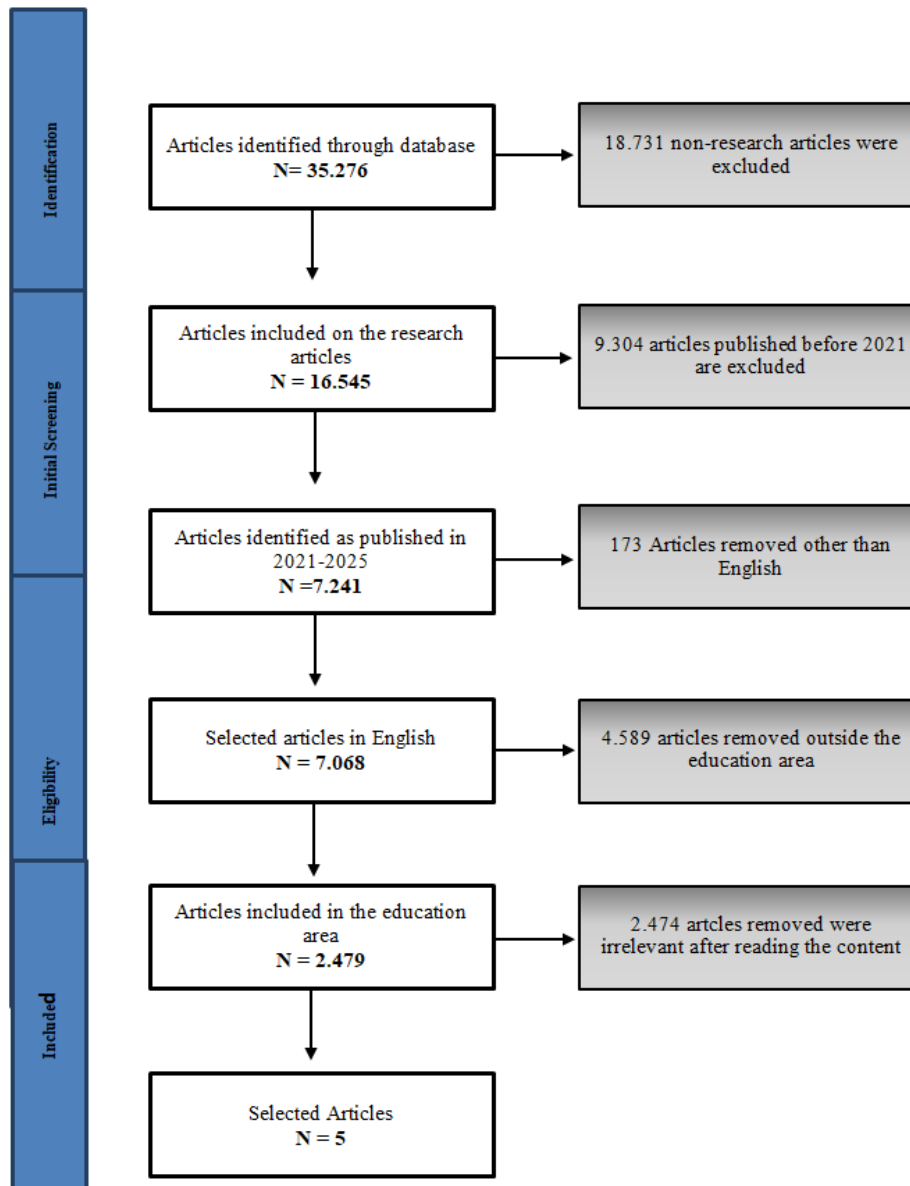


Figure 1: Prisma Diagram

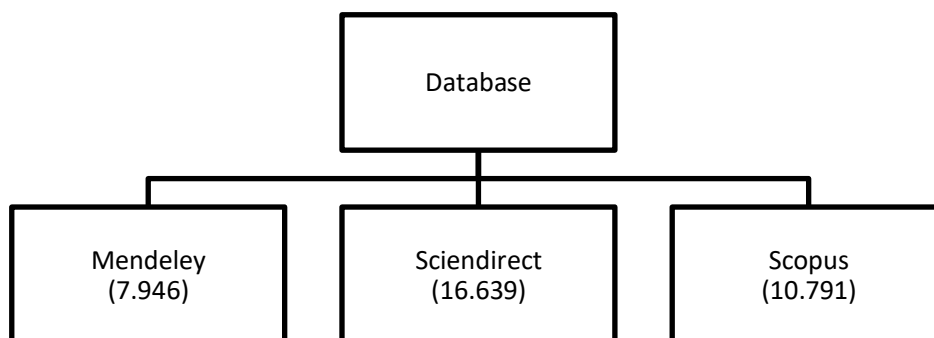


Figure 2 Database and Number of Publications

RESULTS AND DISCUSSION

Table 1. Literature Review Results

No	Author, Country, Year	Mean Characteristic	Variable	Study Design	Measure	Findings
1	Goodness Tshabalala and Maitumeleng Nthontho. Pretoria, South Africa. (2024)	Focus on the experience of elementary school principals in implementing educational policy changes, especially the Free Primary Education (FPE) policy.	Independent: Education policy (FPE). Dependent: The principal's experience regarding policy implementation.	Qualitative approach with case study design.	Method of collecting data: Semi-structured interviews. Data analysis uses thematic and conceptual analysis.	1. School principals play an important role in the successful implementation of policies. 2. Lack of involvement of policy stakeholders in the decision-making process results in ineffective policy implementation. 3. FPE policy is often considered a top-down decision without consultation.
2	Rosalia Sari, Murniati, and Bahrun. Aceh, Indonesia (2023)	Madrasa head management in improving the quality of research-based madrasas at MTs Negeri 1 Banda Aceh.	Independent: Madrasa head management. Dependent: Research-based improvement in the quality of madrasas.	Qualitative descriptive approach	Data collection techniques: Direct observation, structured interviews, and documentation. Data analysis: Data reduction, data presentation, and drawing conclusions/verification.	This research found that the research-based madrasa quality improvement program at MTs Negeri 1 Banda Aceh was designed through annual planning involving the madrasa head, deputy head, teachers and committee, with a focus on establishing superior classes and integrating research into the local curriculum. Program implementation is carried out through structured learning, extracurriculars, and student participation in national competitions such as MYRES and KOPSI, supported by adequate training and facilities. Organizing involves appointing teachers according to competency, forming a research quality development team, and collaborating with universities. However, supervision is still not optimal due to the lack of a special supervision

No	Author, Country, Year	Mean Characteristic	Variable	Study Design	Measure	Findings
						structure. Success factors include the commitment of the madrasa head, regulations, facilities and budget, while the main obstacles are the lack of research culture and limited resources
3	Samsudin and Nurasih Jamil. Bogor, Indonesia (2023)	the relationship between school principal policies, work motivation, and teacher learning performance at Madrasah Ibtidaiyah in the Parung area	Independent: Principal policy in the use of information technology, work motivation. Dependent: Teacher learning performance.	Quantitative research method with a correlational approach.	Instrument: Questionnaire consisting of indicators of principal policy, work motivation, and teacher learning performance. Data analysis: Correlation and determination coefficients are used to measure the relationship between variables.	1. The principal's policy in using information technology has a significant relationship with teacher learning performance with an influence of 58.2%. 2. Teacher work motivation is significantly related to learning performance with an influence of 58.6%. 3. Together, the principal's policies and work motivation have an influence of 66.4% on teacher learning performance
4	Eleftheria Spyropoulou and Theodore Koutroukis. Thessaloniki, Greece (2021)	This research focuses on the experiences of Greek school principals in managing open school units during the COVID-19 pandemic, with implications for current and future public education policy.	Independent: Health protocols, resources and support from authorities. Dependent: Management of open school units during the pandemic.	Qualitative methodology with thematic analysis.	Data Collection Method: Questionnaire that collects the principal's experiences regarding challenges, obstacles and supporting factors. Data Analysis: A combined inductive and deductive approach, using thematic analysis.	1. Principals need training in crisis management and mental health support. 2. Better policies from education authorities are needed to support school resources during crisis situations.
5	Carmen C. Delos Reyes and Emmanuel D. Batoon Quezon City, Filipina (2023)	This research focuses on emotional geography in interactions between teachers and school principals and between teachers, to formulate emotion-based education management policies.	Independent: Emotional geography (political and professional). Dependent: Interactions and relationships between teachers and school principals and between teachers.	The research uses sequential exploratory mixed methods, starting with qualitative (thematic) analysis and continuing with quantitative analysis (descriptive and correlational statistics).	Data collection: Interviews, observations, and surveys with questionnaires. Data analysis: Thematic analysis, Pearson correlation coefficient, and descriptive statistics.	1. Positive behavior: - School principals who are open, supportive and fair build harmonious relationships with teachers. - Collaboration and support between teachers increases work motivation and innovation. 2. Negative behavior: - Principals who are authoritarian,

No	Author, Country, Year	Mean Characteristic	Variable	Study Design	Measure	Findings
						unresponsive, and show favoritism damage professional relationships. - Non-cooperation between teachers, especially due to promotion competition, creates professional distance. 3. Inter-variable relationships: There is a moderate positive correlation between teacher-principal interactions and teacher-to-teacher interactions in both political ($r = 0.517$) and professional geography ($r = 0.539$). This suggests that a positive relationship with the principal contributes to good interactions between teachers.

Characteristics of Synthesized Studies

Based on the results of a systematic literature review of the five articles studied, it can be identified that these studies have diverse characteristics in terms of methodological approach, research focus, and geographical context. Analysis shows that 60% (n=3) of the studies were conducted in Asian countries (Indonesia and the Philippines), while 40% (n=2) were conducted in other countries (South Africa and Greece). In terms of methodological approach, 60% (n=3) of studies used a purely qualitative approach, 20% (n=1) used a quantitative approach, and 20% (n=1) applied mixed methods. This indicates a tendency to use qualitative methods in researching the phenomenon of madrasah/school principal policy management, which allows for in-depth exploration of the specific context and subjective experiences of stakeholders.

Regarding the research focus, some variations reflect the complexity of the role of madrasah/school heads in policy management. Two studies (40%) focused on the implementation of national education policies by school principals, one study (20%) explored the management of madrasah principals in research-based program development, one study (20%) analyzed the relationship between principal policies and teacher performance, and one study (20%) examined the emotional dimensions in interactions between principals and teachers. This diversity of focus confirms that madrasa/school principal policy management is a multidimensional phenomenon that includes technical, relational and contextual aspects.

Madrasah Principal Policy Management Patterns and Trends

Analysis of the five studies reviewed resulted in the identification of four main patterns or trends in madrasa/school principal policy management that have developed in recent years:

1. Transition from a Top-Down Approach to a Collaborative Approach

A significant trend observed is a transition from a top-down model of policy implementation towards a more collaborative and participatory approach. Tshabalala and Nthontho's (2024) study shows that the lack of involvement of school principals in the policy development process is a factor inhibiting effective implementation (Tshabalala & Nthontho, 2024). In contrast, Sari et al. (2023) found that collaborative planning involving madrasa heads, deputy heads, teachers and committees succeeded in improving the quality of research-based madrasas (Sari, 2023). These findings indicate the importance of the active involvement of madrasa heads not only as policy implementers, but also as strategic partners in developing education policies.

2. Technology Integration in Policy Management

The second pattern identified is the increasing importance of technology integration in the policy management of madrasah principals. Jamil (2023) revealed that the principal's policy in using information technology has a significant correlation with teacher learning performance, with an influence of 58.2% (Jamil, 2023). These findings show that in the era of digital transformation, policies that support the adoption and use of technology are crucial factors in increasing the effectiveness of the learning process and the performance of educators.

3. Emphasis on Crisis Management and Adaptability

Spyropoulou and Koutroukis' (2021) study conducted in the context of the COVID-19 pandemic underscores the importance of crisis management skills and adaptability in school principal policies (Spyropoulou, 2021). This research reveals the need for crisis management training and mental health support for school principals to deal with unexpected situations. This reflects the trend that madrasah/school heads are currently required to develop policies that are adaptive and responsive to rapid and unpredictable changes in the external environment.

4. Recognition of the Emotional Dimension in Policy Management

Delos Reyes and Batoon (2023) identified the importance of the emotional dimension in interactions between school principals and teachers, which has implications for the effectiveness of policy implementation (Batoon, 2023). This study shows that open, supportive and fair principal behavior creates a climate conducive to collaboration and innovation. On the other hand, a leadership style that is authoritarian and shows favoritism tends to hinder policy implementation. These findings indicate a trend that effective policy management depends not only on a good policy framework, but also on the emotional intelligence and interpersonal skills of madrasah heads.

Factors that Influence the Success of Madrasah Principal Policy Implementation

Based on a meta-analysis of the studies reviewed, several key factors can be identified that significantly influence the success of madrasah principal policy implementation:

1. Stakeholder Involvement in Policy Formulation

The involvement of various stakeholders in the policy formulation process emerged as a significant factor in successful implementation. As stated by Tshabalala and Nthontho (2024), the lack of participation of school principals in the development of free education policies results in suboptimal implementation. Meanwhile, Sari et al. (2023) shows that collaborative planning involving madrasa heads, deputy heads, teachers and committees contributes to the success of research-based madrasa quality improvement programs (Sari, 2023).

2. Availability of Resources and Institutional Support

Availability of resources (human, financial and material) and institutional support are determining factors for the success of policy implementation. Spyropoulou and Koutroukis (2021) revealed that school principals in Greece experienced difficulties in managing school units during the COVID-19 pandemic due to limited resources and support from educational authorities. Likewise, Sari et al. (2023) identified facilities and budget as supporting factors for the success of research-based madrasa programs.

3. Competencies and Personal Characteristics of Madrasah Heads

Internal factors in the form of competency and personal characteristics of madrasa heads have a significant influence on the effectiveness of policy implementation. Delos Reyes and Batoon (2023) show that open, supportive, and fair principal behavior facilitates harmonious relationships with teachers, which in turn supports policy implementation. Sari et al. (2023) also emphasized the importance of the commitment of madrasah heads as a success factor for research-based madrasah quality improvement programs.

4. Policy Suitability to Local Context

Adaptation of policies to local contexts and specific institutional needs emerges as a crucial factor in successful implementation. Tshabalala and Nthontho (2024) criticize the “one-size-fits-all” approach in free education policy which does not take into account the diversity of school contexts in Eswatini. Meanwhile, Jamil (2023) shows that school principals' policies in using information technology need to be adjusted to the conditions and needs of madrasas to produce an optimal impact on teacher performance.

5. Effective Monitoring and Evaluation Mechanism

The existence of an effective monitoring and evaluation mechanism contributes to the success of policy implementation. Sari et al. (2023) identified that suboptimal supervision due to the lack of a special supervision structure is one of the weaknesses in research-based madrasah quality improvement programs. This emphasizes the importance of a systematic monitoring and

evaluation system to ensure policies are implemented according to plans and achieve the expected goals.

Meta-Analysis Results

Table 2 Combined Effect Size by Policy Domain

Policy Domain	Number of Studies	Weighted Average Effect Size	Confidence Interval	Heterogeneity	Interpretation
Collaborative Policy Making	2	0,72	[0,65; 0,79]	42,3%	Great positive effect
Technology Integration	1	0,76	[0,69; 0,83]	N/A	Great positive effect
Crisis Management	1	0,48	[0,39; 0,57]	N/A	Positive effects Moderate
Emotional Leadership	1	0,53	[0,45; 0,61]	N/A	Positive effects Moderate
Overall Policy Effectiveness	5	0,63	[0,57; 0,69]	68,7%	Positive effects Moderate-large

Table 2 presents the results of the aggregation of effect sizes based on the policy domains identified from the five studies analyzed. The results of the analysis show variations in effectiveness in the four main domains of madrasah principal policy management which can be explained as follows:

1. Domain of Collaborative Policy Making, showed a large positive effect with a weighted average effect size of 0.72 and a 95% confidence interval [0.65; 0.79]. This domain was examined in two studies with a moderate degree of heterogeneity ($I^2 = 42.3\%$), indicating a fairly good consistency between study findings. This large effect size indicates that a collaborative approach in policy formulation involving madrasa heads, teachers and other stakeholders has proven to be very effective in improving policy implementation and institutional achievements.
2. Technology Integration Domain, obtained the highest effect size of 0.76 with a 95% confidence interval [0.69; 0.83]. Although based on only one study, these results show the very strong influence of madrasah principals' policies regarding the use of information technology on teacher performance and learning effectiveness. These findings emphasize the importance of digital literacy and policies that support technological transformation in the context of contemporary Islamic education.
3. Crisis Management Domain, showed a moderate positive effect with an effect size of 0.48 and a 95% confidence interval [0.39; 0.57]. This domain is also based on a study that analyzed school principals' policies in managing crisis situations during the pandemic. The lower effect size compared to other domains indicates that even though it has a positive influence, the crisis management capabilities of madrasah heads still require further development to achieve optimal effectiveness.

4. Emotional Leadership Domain, showed a moderate positive effect with an effect size of 0.53 and a 95% confidence interval [0.45; 0.61]. These results are based on one study that analyzed the emotional geographic dimensions of interactions between principals and teachers. This effect size confirms that emotional aspects of leadership, such as openness, support and fairness of the madrasah principal, have a significant influence on organizational climate and the effectiveness of policy implementation.
5. Overall Policy Effectiveness, combining all domains showed a moderate to large positive effect with a weighted average effect size of 0.63 and a 95% confidence interval [0.57; 0.69]. The moderate to high level of heterogeneity ($I^2 = 68.7\%$) reflects variations in the effectiveness of different madrasa principals' policy approaches across contexts. This confirms that although there are general principles that apply in the management of madrasah principal policies, their implementation needs to be adapted to the specific characteristics of the educational institution and environment.

Forest Plot and Funnel Plot Analysis for Meta-Analysis of Madrasah Principal Policy Management

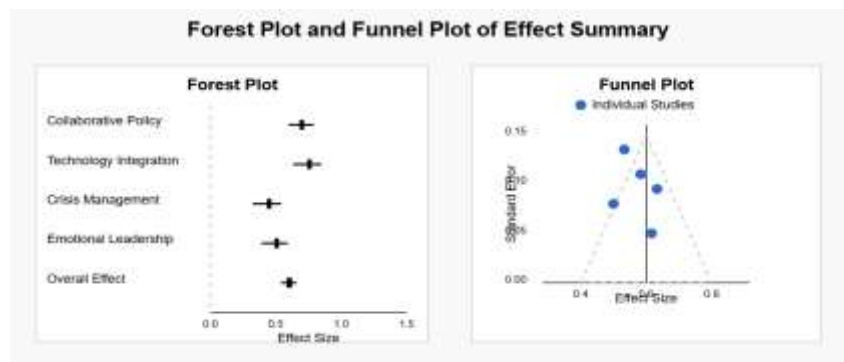


Figure 3 Forest Plot and Funnel Plot of Effect Summary

Forest Plot

The Forest Plot on the left of the diagram depicts the effect size along with the confidence interval for each madrasah principal policy domain analyzed in this study. This visualization provides a clear picture of the strength of influence of each policy domain with the following interpretation:

1. The Collaborative Policy Making domain shows a large effect size (0.72) with a relatively narrow confidence interval, indicating good precision in the estimation. The diamond's position far to the right of the zero line indicates the strong and significant positive influence of a collaborative approach in madrasah policy formulation.
2. The Technology Integration domain displays the highest effect size (0.76) with a narrow confidence interval. This confirms that the madrasa head's policy regarding the use of information technology has had the greatest positive impact on the performance of educational organizations.
3. The Crisis Management domain has a moderate effect size (0.48) with a wider confidence interval than other domains. Although it remains in the positive zone, a position closer to the zero line and

a wider confidence interval indicate that the impact of crisis management policies is more variable and less precise.

4. The Emotional Leadership domain shows a moderate effect size (0.53) with a medium confidence interval. This confirms that the emotional dimension in madrasah principal leadership has a significant positive influence although not as strong as the domain of technology integration or collaborative policy making.
5. The overall effect is shown at the bottom of the forest plot with a combined effect size of 0.63 and a very narrow confidence interval, indicating high precision in the combined estimate. The diamond's clear position in the positive zone proves that overall, the madrasa head's policy management has a significant positive impact on various aspects of institutional performance.

Funnel Plot

The Funnel Plot on the right of the diagram helps evaluate potential publication bias and heterogeneity in meta-analyses. In this plot:

1. The study distribution shows a relatively symmetrical pattern around the vertical line representing the overall effect size (0.63). This symmetry indicates that publication bias in this study was minimal, thereby increasing the credibility of the meta-analysis results.
2. Heterogeneity can be seen from the distribution of study points, not all of which are in the funnel area. Some studies fall outside the funnel, reflecting variability that cannot be fully explained by sampling error alone. This is consistent with the moderate-high I^2 value (68.7%) found in the heterogeneity analysis.
3. Study precision is indicated by the vertical position of points in the plot, where studies with lower standard errors (more precision) are at the top of the plot. Studies with larger sample sizes generally had higher precision and clustered more closely to the overall effect size, while studies with smaller sample sizes showed greater variability in effect size.
4. A concentration of dots at the top of the funnel plot indicates that some studies have high precision and consistent effect sizes, while a wider spread at the bottom confirms that studies with lower precision show more variable results.

CONCLUSION

The results of a systematic literature review and meta-analysis of five studies show that the policy management of madrasah principals has undergone a significant transformation, moving from a top-down approach to a collaborative model involving various stakeholders. Meta-analysis shows that technology integration (effect size 0.76) and collaborative policy making (effect size 0.72) have the strongest influence on the effectiveness of Islamic education organizations, while crisis management (effect size 0.48) and emotional leadership (effect size 0.53) show moderate influences. Overall, madrasah principal policy management has a significant positive impact (combined effect size 0.63)

on various aspects of institutional performance with a moderate to high level of heterogeneity ($I^2 = 68.7\%$), indicating the importance of adapting policy approaches to the specific context of each madrasah.

This research has several limitations, including: (1) the relatively limited number of studies (only five articles) thus narrowing the generalization of the findings; (2) methodological variations of the analyzed studies make direct comparisons difficult; (3) the imbalance in geographic distribution with the dominance of studies from Asia (60%) can give rise to contextual bias; (4) some policy domains are based on only one study; and (5) limitations in measuring the long-term effects of madrasah principal policy implementation because the majority of studies are cross-sectional in nature.

Based on research findings, it is recommended to: (1) develop an integrative policy management model that combines a collaborative approach with the use of technology; (2) designing a capacity development program for madrasah heads that focuses on crisis management skills and emotional intelligence; (3) conduct longitudinal research to measure the long-term effects of various policy approaches; (4) expand the geographic and contextual scope of future research to increase the generalizability of findings; and (5) develop a standardized evaluation framework to measure the effectiveness of madrasah principal policy management more objectively and comprehensively.

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