Building Excellence: How Transformational Leadership Elevates Madrasa Graduate Quality and Prepares Students for Global Competence

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Abstract
This study explores the impact of transformational leadership on the quality of graduates in madrasa education, emphasizing the role of leadership in fostering educational excellence through innovation, empowerment, and holistic development. Utilizing a qualitative approach, the research examines how transformational leadership practices contribute to student engagement, skill enhancement, and overall graduate preparedness for future challenges. Key transformational leadership elements—such as inspirational motivation, individualized consideration, and intellectual stimulation—are analyzed to understand their influence on students' academic and personal growth. Findings indicate that transformational leadership within madrasas not only enhances academic performance but also equips students with essential competencies and values aligned with global demands. This study highlights the importance of strategic leadership in education, offering insights into how madrasas can elevate graduate quality through effective leadership practices.

Keywords: Transformational Leadership, Educational Excellence, Global Competence

I.   Introduction

Education is an essential part of preparing human resources to develop this country. The government strives to enhance the quality of human resources to achieve national development in all facets of life, as outlined in the preamble of the 1945 Constitution of the Republic of Indonesia, paragraph 4. This mandate, "By making the life of the nation intelligent," demonstrates the seriousness of the country's founding fathers in augmenting resources. Indonesian people have high honor and dignity. The 1945 Constitution of the Republic of Indonesia states that education is the spearhead for increasing human resources so that they become human beings free from the shackles of ignorance by going through a 9-year compulsory education program and then continuing their education at university. Education functions to develop abilities, and it is also required to produce a generation with good personalities and characters that reflect the values of the nation's ancestors and religion.

Madrasa is one of the Islamic educational institutions that can produce generations with quality human resources through a programmed and systematic process of improving the quality of education, just like public schools. The government supported the implementation of educational institutions' functions by issuing Ministerial Decree 3 on March 24, 1975, which aimed to improve the quality, status, and curriculum of education to match that of public schools. The Minister of Education and Culture has stipulated in Decrees No. 0487/U/1992 of 1992 and No. 054/U/1993 that MI, MTs, and MA must offer the same subjects as elementary, junior high, and high school. This guarantees the continued existence of Islamic/Madrasa education in the future. However, the system developed by Madrasas has yet to produce graduates with full-quality human resources. Madrasas must pay attention to the causes and effects of these inhibiting factors, both internal and external, which can influence the process of improving the quality of the education system in Madrasas in the era of globalization.

The biggest challenge faced now is entering the era of globalization, where competition is increasingly fierce in various fields of science, especially the development of science and technology, which continues to experience increasingly sophisticated progress. This has brought many changes to almost all aspects of human life. To build quality education, efforts should be made to master and improve science and technology. Then, the next challenge is local, namely the need for more awareness and support from certain parties, especially encouragement and support from political and economic parties for education, the lack of parental awareness of the importance of education, and the community's minimal participation in education. However, in building a dignified character, a social approach is critical. The 1945 Constitution of the Republic of Indonesia, Article 31, Paragraph (3), states that the government seeks and implements a national education system that increases faith, devotion, and noble character through education. As a result, education is a shared obligation of all citizens, including parents, society, and the government (Latifah et al., 2021). Each year's graduation achievement continues to grow, according to graduate competency standards known as the minimum completeness criteria format set by the Madrasa, which is the benchmark for assessing students during the learning process.

The quality of a school/madrasa can be seen comprehensively, starting from the availability of supporting infrastructure, professionalism of teachers and staff, conducive organizational culture, quality leadership, and transparent financial management. If these elements are carried out optimally, it will show a quality school/madrasa so that the goals of the school/madrasa are achieved (Lidan et al., 2023). Based on the researcher's observations at State Aliyah Madrasa 2 Bulukumba, there have been many changes in terms of development, infrastructure, and improvements in the achievements achieved by the Madrasa. The researchers found this data on the Madrasa's social media and direct observations of the Madrasa so that the Madrasa experienced progress and development. Significant over time. Based on the problems above, apart from implementing and implementing practical and efficient education Madrasas, the right solution is to carry out management and improve the quality of graduates, especially those related to effective and efficient learning processes in madrasas, so that the implementation and internalization of education can be optimal.

The madrasa head is one of the educational components that plays the most role in improving the quality of education. The madrasa head is an ideal figure who can be an example or role model for teachers and other stakeholders. Therefore, the madrasa head must have leadership skills, especially in behaving reasonably towards all personnel in the school and acting firmly when making decisions to achieve the interests of the madrasa. The madrasa head must function optimally in his role and be able to lead the Madrasa wisely and directedly towards achieving maximum goals to improve education quality. In realizing this, the madrasa head can make changes for the better in all aspects of the madrasa, so the madrasa head is expected to be able to transform, motivate, and develop robust strategies for developing or improving the quality of the madrasa so that it can compete with state madrasas and schools. Other general matters are why the author wants to research the transformational leadership implemented by the head of the Madrasa at State Aliyah Madrasa 2 Bulukumba.

The Madrasa head determines the success of a Madrasa because the duties and responsibilities of the Madrasa head must be appropriately implemented, such as planning, organizing, directing, coordinating, supervising, and evaluating all activities in the Madrasa, which include the areas of learning, teaching, and administration for both students and staff. The duties and responsibilities of the Madrasa head aim to mobilize all existing resources in the Madrasa to achieve the interests of the Madrasa. Davis and Newstrom in Nur Pudyastuti state that leadership style is the leader's overall pattern of action as perceived or used as a reference by the subordinates (Pratiwi, 2022). One of the leadership styles of Madrasa heads is a transformational leadership style, namely that the head of the Madrasa can always provide new motivation and innovation or make changes that can improve the quality of education every year so that they can give birth to generations who are ideal and able to compete in any field. Madrasa heads always make changes for the better in the future in the hope of producing quality graduates.

Transformational leadership has indicators, namely: 1) reformer, 2) setting an example, 3) encouraging

subordinate performance, 4) harmonizing the work environment, 5) empowering subordinates, 6) acting on a value system, 7) continuously improving capabilities, and 8) being able to deal with complicated situations (Danim & Suparno, 2009). So, applying a transformational leadership style in school or Madrasa institutions is ideal; through this leadership style, all the potential of a school or Madrasa organization can be transformed into actuality within the framework of achieving institutional goals. In other words, a transformative leader can maximize all existing potential for achieving predetermined goals effectively and efficiently.

II. Literature Review
1. Transformational Leadership

Transformational leadership was first mentioned in 1973 in a sociological study conducted by Downton author J.V. After that, McGregor Burns used transformational leadership in his 1978 book "Leadership." . In 1985, Barnard M. Bass presented a theory of transformational leadership, which became a reference for many experts in research projects, doctor's dissertations, and books on transformational leadership. Transformational leadership consists of two words, namely, leadership and transformational. Leadership is how a leader influences subordinates to work together to achieve better organizational goals. Meanwhile, transformational stems from the word 'to transform,' meaning to transfer or change values, mindsets, and abilities, namely, changing something different from before. Thus, according to Kaharuddin, transformational leadership is not just influencing followers to achieve the desired goals. However, more than that, it intends to change its followers' attitudes and fundamental values through empowerment in a better direction (Kaharuddin, 2021).

Bass and Avolio define transformational leadership (1996:11) as a process in which leaders take actions to increase their co-workers' awareness of what is right and what is essential, to increase the motivational maturity of their co-workers, and to encourage them to go beyond their interests. in order to achieve the benefit of the group, organization, or society (Raihani, 2010). The concept of transformational leadership involves, first, significant changes in a comprehensive manner due to rapid changes in social, economic, and technological developments, so a leadership style is needed that provides more inspiration and innovation for subordinates to anticipate changes. Second, the primary leadership theory relies on personal characteristics to analyze leaders, leader behavior, and different situations, not considering some of the distinctive characteristics of their leadership qualities.

Transformational leadership is often compared to transactional leadership. According to Bass, quoted by Danim and Suparno, transactional leadership maintains or continues the status quo. In contrast, transformational leadership involves organizational changes, contrary to leadership designed to maintain the status quo (Danim & Suparno, 2009). The status quo is a condition that exists currently and is ongoing. This vocabulary often has a negative meaning because it is opposite to the meaning of change or is usually called anti-change. *Transformational leadership* prioritizes providing opportunities and encouraging all elements in the school to work based on a noble value system so that all elements are willing, without coercion, to participate optimally to achieve school goals. From the principal's perspective, the most formidable challenge in the school restructuring framework is how to build reasoning and translate a policy to the practical level of a transformational leadership style. Madrasa leaders have roles and responsibilities in building a culture of quality and effectiveness in madrasas, which includes managing and controlling madrasas. In this way, madrasa heads can improve the quality of graduates by transforming all aspects of educational institutions. Madrasa heads must have extraordinary leadership abilities for the organizations they manage and lead. Madrasa heads need an educational leadership model that combines various perspectives, including vision, innovation, management through movement, being close to customers, fostering a sense of family, and strong desire, enthusiasm, and intensity.

2. Graduate Competency Standards

As stated above, the assessment of the success of the quality of education graduates can be based on the guidelines for the Graduate Competency Standards (SKL) of students, both quantitatively and qualitatively.

Competence is the ability to think, behave, and act consistently. Meanwhile, competency standards are the minimum size of a competency that must be achieved. The graduate competency standard is the Minimum Completion Criteria (KKM), which determines what is expected of a student after completing a level of education. Graduate competency standards cover three main aspects, namely attitudes, skills, and knowledge (Putri, 2022).

Knowledge is a cognitive ability, namely the ability to think, remember, and solve a problem, which enables students to combine ideas, methods, or procedures previously studied. According to Sunarto, as quoted by Masje Wurarah, there are six levels of the cognitive domain, starting from the lowest (memory) to the higher level (evaluation) namely: First, knowledge is the ability of students to memorize or remember or repeat knowledge or information that has been received. Second, understanding (comprehension) is the ability of students to interpret, interpret, or translate the knowledge they receive. Third, application is the ability of students to use their knowledge to solve problems. Fourth, analysis is students' ability to compare, detail, and clarify complex data. Fifth, synthesis is the ability of students to link and unite various elements of knowledge to form new patterns. Sixth, evaluation is the ability of students to consider estimates or judgments to make decisions (Wurarah, 2022).

Attitude is an affective ability related to feelings, emotions, attitudes, degrees, acceptance, or rejection of an object, and according to Krathwoohl, quoted by Siraj in his book, developing affective abilities into five groups: recognition, responding, appreciation, values, organizing, and practicing (Siraj, 2022). The practical learning outcomes appear in students in various behaviors such as attention to lessons, discipline, motivation to learn, respect for teachers and classmates, study habits, and social relationships. Skills are psychomotor abilities, namely the ability to do work involving body parts and abilities related to physical movement, such as practical activities and demonstrations of lesson material. According to Dharma, as quoted by Siraj, there are six levels of skills, namely: First, reflex movements (unconscious movements). Second, skills in basic movements. Third, perceptual abilities (differentiating between visual, auditory, motor, and so on). Fourth, physical abilities, such as strength, accuracy, and harmony. Fifth is skill movement, which starts from simple skills and moves to complex skills—sixth abilities related to communication, such as expressive and interpretative movements (Siraj, 2022). Graduate competency standards include the holistic development of children in early childhood education, literacy and numeracy competencies in primary education, increased knowledge for independent living and continuing education in general secondary education, development of skills according to vocational fields in vocational secondary education, and development of knowledge, skills, independence, and attitudes towards higher education.

3. Quality Characteristics of Graduates

The quality characteristics of graduates are several criteria or traits inherent in the quality of graduates of an educational institution. According to Sagala, quoted by Darmawan in his work, improving the quality of education can be obtained in two ways: first, improving the quality of academically oriented education to provide a minimum basis for the journey that must be taken to achieve the quality of education required by the demands of the times. Second, the quality of education should be improved, oriented toward essential or non-academic life skills, which are covered by education based on meaning, broadness, and accuracy (Mahrus, 2021). *Non-academic skills* are skills achieved in various organizations involved in the world of education, such as scouting organizations, paskibraka, and so on. In this way, quality improvement can be obtained academically and non-academically.

Muhktar Latif, in his book, states that madrasa graduates are part of the education quality management system. The quality graduates that meet the wishes of educational customers are graduates with the criteria for outcomes, namely being able to continue their education to a higher level and being ready to work (Latif et al., 2017). Based on the opinion above, the quality criteria for graduates are those who can continue their education or are ready to work (high competitiveness) armed with knowledge that has been achieved academically, focusing on report cards and passing scores according to the specified standards, and non-academic, which makes them able to think broadly and instill real meaning in the life they will face in the future.

4. Graduate Quality Standard Indicators

This must be done in detail to formulate graduate-quality standard indicators. Indicators must meet the targets for achieving graduate quality. Indicators are also tools or guidelines used as instruments to facilitate the assessment of the quality of graduation in schools. Minimum completion criteria are vital in developing graduate quality indicators to achieve educational goals optimally. In other words, indicators must be valid under current regulations or follow changes in national education assessments. Graduate quality indicators are critical in assessing an educational institution's graduates' quality. The success of a school can be seen in the achievement of values according to the provisions of the school. Nur Zazin also explained that graduate quality indicators can be described as national standards combined with the ideals of educational institutions. There are several indicators of good educational quality, namely:

a. The quality standards for graduate competency are at least the same as national education standards, and this aims to measure the quality of graduates clearly according to achievement targets.

b. With clear competency standards and essential competencies, the education process will run smoothly as desired.

c. Have a clear vision and mission because educational institutions should have a clear vision and mission to guide the ideals of educational institutions.

d. School quality policy targets in content standards and assessment are critical as a reference in the future educational learning process.

e. Educational objectives for each subject: Educational institutions and schools must have educational objectives for each subject; this is very important so that students and teachers can maximize the teaching and learning process in the classroom (Zazin & Sandra, 2011).

III. Research methods

In this research, the author used qualitative research. Qualitative research intends to holistically understand phenomena about what is experienced by research subjects, for example, behavior, perceptions, motivations, and actions, using descriptions in the form of words and language in a unique natural context and utilizing various methods. Based on this understanding, this type of qualitative descriptive research is very relevant in this research because this research will reveal the situation or circumstances of the subjects studied by the facts related to the transformational leadership of madrasa heads in improving the quality of graduates at State Aliyah Madrasa 2 Bulukumba. Judging from the type of data in this research, the author uses a phenomenological approach, which is used to look at phenomena and factual situations that occur in the field. Qualitative research collects data in a natural setting to interpret phenomena in the field; the researcher is the key instrument, and data sources are taken purposively. *Data collection methods* are techniques or methods used by researchers to obtain data. Qualitative research observes objects (respondents) directly; their activities interact with them, and they try to understand their lives by interacting with their environment. Therefore, the observation techniques used in this research are participation and in-depth interviews.

Data analysis is a step in finding, assembling, and continuously organizing the results of data recaps obtained through observation, interviews, and documentation. The data analysis used in this research uses an interactive model. According to Matthew B. Miles A. Michael Huberman in Nur Sayidah, there are three types of analysis activities in the interactive view: data reduction, data presentation, and concluding (Sayidah, 2018). Interactive model data analysis consists of data reduction, presentation, and conclusions.

IV. Research Results and Discussion
1. Idealized Influence

The Madrasa head involves teachers, staff, and other stakeholders (the Madrasa committee) in preparing the Madrasa vision, mission, goals, and work programs. Based on the results of interviews that have been conducted, the head of the Madrasa, in making a decision, involves a committee and teachers who are part of the Madrasa development team. The head of the Madrasa also explained that decisions regarding the

revision of the vision and mission must be made by the deliberation agreement at the meeting so that teachers can freely express their creative thoughts in determining a better future for the Madrasa. This is through the transformational leadership dimension of idealized influence, where the madrasa head can convey confidence to the teachers and staff in expressing their arguments regarding the future of the madrasa so that a sense of pride arises in the teacher and madrasa head. In preparing, determining, or revising the vision and mission, the Madrasa head can indirectly influence the abilities of teachers and staff so that the Madrasa head can empower teachers and staff in preparing the Madrasa's vision, mission, goals, and work programs. Based on the results of the interviews that have been conducted, it is evident that compiling and revising the vision and mission is carried out openly and with consensus so that the expected results align with all stakeholders' expectations.

This aims to ensure that the vision and mission in the future will be implemented because it is the result of the design of teachers and staff who will make it happen to develop the quality of madrasas. The head of the Madrasa forms a decree on the Madrasa Development Team, which is selected and always involved in making long-term decisions for Madrasa activities. Even though it is long-term, revisions to the vision and mission are carried out annually. If the vision and mission change every year, the impact on the Madrasa will be excellent because it will create planned, systematic, and sustainable quality. Based on the results of interviews that have been conducted, the formation of this vision and mission was carried out by looking at the basics first; these fundamental changes became the benchmark for achieving madrasa excellence through programs adopted by the Ministry of Religion and programs that can support the development of madrasas to achieve the desired goal. While preparing this vision and mission, the Madrasa Development Team must also pay attention to obstacles that arise from the madrasa and outside so that there will be no obstacles during the madrasa development process.

2. Inspirational Motivation

The most important thing in good cooperation is providing full support to colleagues. One of the components of transformational leadership is providing motivation and inspiration at every opportunity so that colleagues can assess that a leader's attention is not only in the form of material things but also support to encourage their enthusiasm in carrying out their duties. Each leader provides different motivations for the head of State Aliyah Madrasa 2 Bulukumba to inspire teachers and staff to become professional drivers in the madrasa. Based on the results of the interviews that have been conducted, it is evident that the madrasa head always sets a good example for teachers and staff. Exemplary behavior and discipline are the primary keys to improving the performance of teachers and staff. They inspire leadership behavior that all teachers, staff, and students can apply. The head of the madrasa always provides motivation in meetings and outside, fostering a fighting spirit to improve at work. Suppose teachers and staff can receive inspiring motivation. In that case, the head of the Madrasa will open their horizons to be more creative and come up with the latest ideas to support improving the quality of the Madrasa. Based on the results of interviews that have been conducted, the head of the Madrasa not only provides verbal support but also shows ways to expand the insight of teachers and staff and be more creative. Procurement of smart TVs is one of the supports from Madrasa heads for teachers in carrying out their duties, namely the teaching and learning process. There are 23 classrooms at State Aliyah Madrasa 2, Bulukumba, with smart TVs. Using a smart TV is very easy because it is digital, and almost every day, we interact with digital devices, including a cell phone. However, the narrative of the madrasa head above shows that there are still teachers who have difficulty using this media, so as a leader, the madrasa head must be more active in providing motivation and offers that we can keep up with the changes in this modern era. From there, the teacher's enthusiasm will always emerge to be optimistic and enthusiastic about making changes in things that are digital. Madrasa principals have a unique method of providing challenges to work harder for teachers and staff so that they can carry out their duties well.

An excellent collaborative relationship is about providing mutual support to superiors and subordinates. Good cooperation starts with a good attitude and communication. Please do not put too much pressure on subordinates or force them to do things they do not want; therefore, the method of approach is critical. The

Madrasa head takes a persuasive approach to create a close relationship, with or without boundaries, between the Madrasa head, teachers, and other employees. The aim is that when the Madrasa encounters problems or one of the teachers encounters issues, the teacher will not hesitate to convey this to the Madrasa head so that the Madrasa head knows and tries to help the teacher solve the problems faced in the Madrasa. The Madrasa has developed its vision, mission, and goals, so what is the commitment of teachers and staff to achieving the vision, mission, and shared goals? According to the head of the Madrasa, the involvement of teachers from the start of forming the vision and mission is for them to understand and simultaneously implement what they know from the vision and mission being created.

Based on the results of the interview above, it is evident that the head of the Madrasa always involves teachers and staff in formation, decision-making, and implementation, all of which are open forms of cooperation, making it very easy to achieve the goals of developing the Madrasa in the future. The collaboration carried out by the madrasa head begins with an approach and then good communication with teachers and staff. The Madrasa principal has good communication patterns in creating the activeness of teachers and staff in activities held at the Madrasa to achieve common goals.

3. Intellectual Stimulation

The most crucial thing in making a change is intellectual competence. Therefore, any activities carried out in madrasas must come from innovative thoughts. The beginning of making a change is a new idea that emerges, so it is said to be highly creative. Madrasa heads and stakeholders try to keep up with changes in education management, including both curriculum changes and changes in the Ministry of Religion and the Ministry of Education and Culture. These changes can intellectually stimulate madrasa heads and other teaching staff. Madrasa heads have ways for teachers and employees to think creatively and innovate according to the expected changes in their duties. The results of the interviews that were conducted show how changes must be made without eliminating the old regulations. One of them is the use of digitalization tools; because the status of the Madrasa is a digitalization Madrasa, supervision must be high. The sophistication of today's digital tools is so extraordinary that paying attention to the formation of children's character is necessary, especially when using cell phones. State Aliyah Madrasa 2 Bulukumba has long implemented monitoring of the use of digital tools in madrasas. So, in Madrasas, the use of cell phones is still limited; even though the Madrasa has digital Madrasa status, supervision over the freedom to use cell phones is still carried out to prevent undesirable things in the Madrasa.

During the research process, researchers found data that they were free to bring cell phones to the Madrasa, but when they entered the Madrasa gate, their cell phones were collected in the BK room. In the guidance and counseling room, a box-shaped container has been provided to store students' cell phones, so students need to keep them in this container. Then, after school, students can return their cell phones by following the instructions of the guidance and counseling teacher on duty in their class. Students can use cell phones when the teacher asks them to use them during the learning process, after which they are collected back in their original place. So, the prohibition on using cell phones in madrasas is still stringent; this aims to improve the discipline of students in madrasas. This is a form of solving problems that exist in madrasas; if we think that this is contrary to the status of madrasas, which are digitalized because there are limits to the use of digital tools in madrasas, then the head of the Madrasa encourages and challenges teachers and staff to solve problems with new and more advanced views. Wide So that creative solutions emerge from teachers and staff in resolving issues in madrasas, status remains consistent, and discipline remains the main thing.

4. Individual Consideration

Good relations are the most essential thing in a collaborative relationship. Collaboration can be driven by the goals to be achieved in an organization or institution through good communication between colleagues. Building good cooperative relationships is essential; the madrasa head, as the leader, continually supports and encourages teachers and staff on both formal and non-formal occasions. Individualized consideration is a component of transformational leadership widely applied by the head of State Aliyah Madrasa 2 Bulukumba. The words, behavior, and attitude of the head of the Madrasa towards teachers and Madrasa

employees prove this. Apart from verbal forms, the Madrasa head also considers the needs of teachers and staff at the Madrasa.

State Aliyah Madrasa 2 Bulukumba has quite a large number of teachers and staff. So many teachers and staff will likely find it difficult to interact with each other daily, so the madrasa head is trying to unite teachers and madrasa staff. Even though it is considered quite complex, the head of the Madrasa has his own way of understanding the character and nature of his subordinates from different backgrounds. The diversity of human resources in a formal school environment does not have to be an obstacle to cooperation, so it is essential to create a sense of mutual respect, and this is what the madrasa head does by involving them in every activity at the madrasa.

Reciprocity, or giving and receiving, is crucial in a good relationship. The achievements of State Aliyah Madrasa 2 Bulukumba are extraordinary. The researcher's search for Madrasa achievements through the Madrasa website, as well as direct communication with teachers at State Aliyah Madrasa 2 Bulukumba, received a lot of praise for the Madrasa for the achievements achieved by students, both at the district and provincial level, even at the national level. In the results of the interview with the head of administration, the researcher found the latest achievement data achieved by the students of State Aliyah Madrasa 2 Bulukumba, namely the achievement of 1st place and 3rd place in the Provincial Level Scientific Writing Competition, which was held at the Alauddin Makassar State Islamic University (UINAM) on October 20, 2023. Previously, researchers also found National Level achievement data, namely the hopeful champion in the video vlog competition with the theme "Creating a Golden Generation of Healthy and Smart Families Free of Stunting," on September 25, 2023, and the awarding was held officially at the Hall of the Bulukumba Regent's Office. So this illustrates the competitive ability of students at State Aliyah Madrasa 2 Bulukumba. It is worthy of appreciation from the Madrasa and the Ministry of Religion of Bulukumba Regency. It is a source of pride for the Madrasa and a motivation to continue to improve and achieve even more achievements at both levels. National, district, and provincial.

V. Conclusions and recommendations

The transformational leadership of the madrasa head at State Aliyah Madrasa 2 Bulukumba is dynamic. The conclusions of the four components of transformational leadership applied by Madrasa heads are as follows:

1. Idealized influence, the madrasa head involves teachers and staff in decision-making.
2. Inspirational motivation: the head of the Madrasa always motivates and inspires at every opportunity through example and discipline.
3. Intellectual stimulation: Madrasa heads take a persuasive approach in dealing with problems faced by teachers so that they can solve problems well and encourage educators to be more creative and enthusiastic in keeping up with current developments in the world of education.

Individualized consideration: The head of the Madrasa always gives high appreciation to students who excel and educators who perform well in the Madrasa by providing rewards in the form of stimulus and praise, usually carried out at flag ceremonies

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