

The Influence of Instructional Leadership, Learning Communities and Teacher Efficacy on Learning Quality

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Abstract

This study aims to determine the effect of “instructional leadership, learning community, and teacher efficacy” on “learning quality” in Madrasah Aliyah Swasta in Batang Regency. Utilizing a survey method, this study adopted a quantitative approach. All private Islamic senior high school (Aliyah Madrasah) teachers in Batang Regency formed the population for this research. From this population, a sample of 137 individuals was chosen using simple random sampling. A validated and reliable Likert scale questionnaire served as the data collection instrument. Then the data were analyzed by utilizing linear regression analysis. The results of data analysis show that partially and simultaneously, instructional leadership, learning community, and teacher efficacy have a positive and significant effect on learning quality. Instructional leadership applied by madrasah principals is able to encourage teachers to improve learning quality. An active learning community plays a role in strengthening collaboration and developing teacher professionalism. Meanwhile, high teacher efficacy contributes to the implementation of more effective and innovative learning. Thus, improving the quality of learning in Private Aliyah Madrasahs needs to be done through strengthening instructional leadership, fostering a dynamic learning community, and increasing teacher efficacy on an ongoing basis.

Kata Kunci:

Kepemimpinan
Instruksional, Komunitas
Belajar, Efikasi Guru,
Kualitas Pembelajaran,
Madrasah Aliyah

Abstract.

Penelitian ini bertujuan untuk mengetahui pengaruh “kepemimpinan instruksional, komunitas belajar, dan efikasi guru” terhadap “kualitas pembelajaran” di Madrasah Aliyah Swasta se-Kabupaten Batang. Dengan menggunakan metode survei, penelitian ini mengadopsi pendekatan kuantitatif. Seluruh guru Madrasah Aliyah Swasta di Kabupaten Batang menjadi populasi dalam penelitian ini. Dari populasi tersebut, sampel sebanyak 137 orang dipilih dengan menggunakan simple random sampling. Kuesioner skala Likert yang telah divalidasi dan reliabel digunakan sebagai instrumen pengumpulan data. Kemudian data dianalisis dengan memanfaatkan analisis regresi linier. Hasil analisis data menunjukkan bahwa secara parsial maupun simultan, kepemimpinan instruksional, komunitas belajar, dan efikasi guru berpengaruh positif dan signifikan terhadap kualitas pembelajaran. Kepemimpinan instruksional yang diterapkan oleh kepala madrasah mampu mendorong guru untuk meningkatkan kualitas pembelajaran. Komunitas belajar yang aktif berperan dalam memperkuat kolaborasi dan pengembangan profesionalisme guru. Sementara itu, efikasi guru yang tinggi memberikan kontribusi terhadap pelaksanaan pembelajaran yang lebih efektif dan inovatif. Sehingga, peningkatan kualitas pembelajaran di Madrasah Aliyah Swasta perlu dilakukan melalui penguatan kepemimpinan instruksional, pembinaan komunitas belajar yang dinamis, serta peningkatan efikasi guru secara berkelanjutan.

INTRODUCTION

Education is the main foundation in creating superior and competitive human resources. The success of education in the education unit is highly dependent on the quality of learning that takes place in it (Supriyono et al., 2021; Muliati et al., 2022). The level of learning quality is an

important indicator in evaluating the extent to which the education process runs effectively and has a real impact on students (Ahmadi & Hadi, 2023; Innayah, 2020). However, the quality of learning itself is not solely determined by technical elements such as curriculum or educational infrastructure. Internal factors that stem from the dynamics within the school environment, such as the leadership of the school principal, the learning culture in the school environment, and teachers' belief in their abilities (self-efficacy), have a major influence. The following report presents educational data from private Madrasah Aliyah (MA) in Batang Regency based on the results of the National Assessment (AN) in 2023.

Table 1. Private MA Education Report Report in Batang Regency

Yes	Indicators	Percentage	Private MA
1.	The Literacy Index is far below the minimum competence	3 Schools (21.48%)	2
2.	Literacy Index below minimum competence	5 Schools (35.71%)	5
3.	Numeracy Index below minimum competence	4 Schools (28.51%)	4
4.	Character Index Needs to Be Developed	3 Schools (21.48%)	3
5.	Disoriented Learning Quality Index	8 Schools (57.14%)	8
6.	Reflection and improvement of learning by Passive teachers	5 Schools (35.71%)	5
7.	Reflection and improvement of learning by active teachers	3 Schools (21.38%)	3

Source: Report card of private MA education in Batang Regency

The results of the National Assessment show that all 14 private Madrasah Aliyah (MA) in Batang District are in the low category in terms of learning quality. This condition indicates that the learning process in these schools has not been in line with the direction and objectives of national education. This indication can be seen from the low achievement of learning indicators that reflect the quality of education.

One of the main factors influencing the low quality of learning is the aspect of human resources, especially teacher competence (Mulang, 2021; Irawan et al., 2021; Malik et al., 2022). Assessment results show that teacher performance in terms of pedagogic competence is still not optimal. In fact, pedagogical competence is one of the four main competencies that must be possessed by a teacher, in addition to professional, personality and social competencies. Pedagogical competence is closely related to the teacher's ability to create effective, enjoyable and adaptive learning to students' needs (Lestari et al., 2022; Dakhliatunnaviah & Adi, 2024). Teachers not only need to master teaching materials, but also must understand the characteristics and ways of learning of students. They are required to be able to develop appropriate learning plans, actively involve students in the learning process, and conduct continuous evaluation to improve the quality of learning outcomes.

In addition, teachers also have the responsibility to guide students in developing their potential, both in the academic and non-academic fields (Akbar, 2021; Sodikin et al., 2022). To provide further insight into these conditions, the following data are presented on the results of the Performance Assessment of Private MA Teachers in Batang Regency in Semester 1 of the 2023/2024 academic year:

Table 2. Performance Assessment Table of Private MA Teachers in Batang Regency

Yes	Competence	Percentage of Grades
1	Understanding student characteristics	82,25 %
2	Possessing a strong command of learning theories and principles of education	68,84 %
3	Creating the curriculum	88,65 %
4	Activities for educational learning	78,14 %
5	Nurturing the potential of students	70,29 %
6	Interacting with students	93,36 %
7	Measuring and appraising	59,42 %
8	Operate within the boundaries of national religious, legal, social, and cultural expectations	82,25 %
9	Displaying maturity and an admirable character	74,15 %
10	Dedication to work, a high level of accountability, and a sense of honor in being a teacher	87,32 %
11	Foster inclusion, act impartially, and treat everyone equally	58,82 %
12	Engaging in communication with teaching peers, school staff, parents, students, and the local community	63,29 %
13	Possessing thorough knowledge of the subject matter, its framework, core principles, and the scientific approaches that underpin it	49,40 %
14	Develop professionalism through reflective actions	36,59 %

Data Source : Supervisor of the Ministry of Religion Batang in 2023

Based on the results of the AKG of private senior high school teachers in Batang Regency, instrumental input is still very lacking. Many teachers have not mastered learning theories and educational learning principles, and the implementation of learning evaluations is not optimal. In addition, inclusive attitudes, objectivity, and professional development through self-reflection are also uneven. Low involvement in learning communities and training indicates a lack of motivation for self-development. This condition demands a more active and focused role for principals in leading and planning targeted learning strategies to significantly improve the quality of education (Arafat et al., 2020; Jhonshon et al., 2024).

Learning quality is susceptible to various influences, notably the principal's leadership in guiding instruction, the degree to which a professional learning community exists, and how well teachers execute their responsibilities (Aisyah et al., 2025; Ash'ari & Faizin, n.d.; Saifullah et al., 2024). The principal's role in instructional leadership involves facilitating teachers' efforts to improve students' academic performance, their level of satisfaction with learning, their internal motivation, their desire to explore, their creative talents, their ability to innovate, their entrepreneurial inclinations, and their understanding of the value of continuous education. This indicates that a school principal is not only required to be a leader, but in a more complex sense that a leader must be able to be a place for teachers to dig up more information, especially about learning (Ismail et al., 2018; Sumintono et al., 2019; Mustari & Nurhayati, 2024). Principals hold the ultimate responsibility for managing and supporting teachers' continuous improvement of their

professional skills. Through the development of their inherent potential, principals ensure that teachers, who are also collaborators in various school-related activities, are motivated to display a positive work attitude and advance their professional competency (Aslam et al., 2022; Dwiyono et al., 2022; Syahminan et al., 2024).

In addition, the professional learning community in the school environment is a strategic forum for educators to share knowledge, experiences, and reflect on learning practices. As a result of this collaboration, teachers are able to refine their skills, which ultimately has a beneficial effect on the quality of learning that takes place in the classroom. According to Khusna & Priyanti (2023) Teachers' participation in the learning community has a positive impact on improving their pedagogical abilities. Teachers who are actively involved in the learning community tend to have better abilities compared to those who are not involved in the learning community (F. N. Azizah & Yuliejantiningih, 2025).

Anggraini (2024) defines self-efficacy as an internal drive and capability that influences individuals to choose certain activities or strive for specific goals. How individuals perceive their own effectiveness impacts their worldview. This perception then forms the basis of their motivation and how determinedly they address problems. For teachers looking to improve learning quality, self-efficacy and creativity are vital characteristics.

Past studies have consistently found a significant relationship between instructional leadership, learning community, and teacher efficacy with learning quality. Studies performed by Hastuti et al., (2024) the research underscores that the principal's leadership in instructional matters is vital for creating an academic environment that supports effective learning outcomes. Meanwhile, a study by (Harlita & Ramadan, 2024) shows that professional learning communities are able to improve collaboration between teachers and have a positive impact on student learning outcomes. On the other hand, research by Lubis et al., (2022) found that teacher efficacy was positively correlated with teacher performance in managing the classroom and motivating students. Although these studies provide a strong theoretical understanding, more specific studies are still needed, especially in the environment of Private Aliyah Madrasah in Batang Regency, to see how these three variables affect the quality of learning simultaneously in different local contexts.

This research endeavors to examine how instructional leadership, learning communities, and teacher efficacy impact the quality of learning within all Private Aliyah Madrasahs in Batang Regency. Instructional leadership reflects how the madrasah head directs and supports the teaching-learning process to be effective and meaningful. Meanwhile, learning communities reflect collaboration between teachers who share knowledge, experiences and learning strategies for mutual professional development. Teacher efficacy shows the level of teachers' confidence in their ability to manage the classroom, deliver subject matter, and encourage the achievement of student learning outcomes. By analyzing the individual and combined effects of each variable on learning quality, this research seeks to determine their total contribution. The findings are intended to give madrasahs and policymakers a clear perspective for formulating more appropriate strategies to support the enhancement of educational quality, particularly in Private Aliyah Madrasahs.

METHODS

A quantitative methodology using a correlational survey was used in this study. The quantitative approach means that this research relies on numerical data and statistical analysis to test the relationship between variables. Meanwhile, the correlational survey method was chosen

because it helps researchers to find out how strong and the direction of the relationship between the variables studied, namely “instructional leadership, learning community, teacher efficacy, and learning quality”. In other words, this study not only looks for whether there is an influence, but also measures the extent of the relationship between these variables. The use of all Private Aliyah Madrasah teachers as the population, the total population of 210 people is the basis for determining sampling techniques and data analysis. Then samples were taken using the Slovin formula and 137 samples were obtained.

The sample was selected using simple random sampling to obtain a representative sample of the various existing private madrasahs. According to Arioen et al., (2023) basically, the defining characteristic of random sampling is that every individual in the population has the same likelihood of being selected to be part of the sample, whether we consider them one by one or in any combination. Sampling of members from a population is carried out at random regardless of the strata present in that population

The research instrument in the form of a closed questionnaire with a Likert scale was prepared based on the indicators of each variable. Instructional leadership variables were measured through the dimensions of developing school vision, mission and goals; curriculum and learning management; continuous professional development of teachers; and creating a positive school climate (Kumbaraningtyas et al., 2025). Learning community variables are assessed based on indicators that reflect the practice of sharing among educators, reflective and inclusive attitudes, orientation towards learning, and the existence of collegial support and a supportive school environment (Rukbi et al., 2024). Meanwhile, teacher efficacy is measured through beliefs to overcome obstacles, confidence in one's abilities, and the ability to generate enthusiasm and create opportunities for success (Lubis et al., 2022). The learning quality variable is assessed by students' enthusiasm in receiving lessons, concentration level, ability to cooperate in groups, activeness in asking and answering questions, accuracy of answers, and ability to explain, summarize, and conclude learning material (Azizah, 2024).

Before gathering data, the instrument's validity and reliability will be assessed. Subsequently, multiple linear regression analysis using SPSS will be conducted to examine the combined and separate effects of the independent variables on the dependent variable. The research procedure includes the stage of instrument preparation, instrument trial, field data collection, data processing, and interpretation of results. Through this method, it is hoped that an objective and empirical picture can be obtained regarding the contribution of the three variables to improving the quality of learning in Private Aliyah Madrasah throughout Batang Regency.

RESULTS AND DISCUSSION

Result

To test for normality, this study utilized the Kolmogorof-Smirnov test, a non-parametric statistical approach. Data that meet the normality test are those that have a *greater Kolmogorof-Smirnov* probability value than the research test (Sig. > 0.05).

Table 3. Normality Test Results

		Instructional Leadership	Learning Community	Self-Efficacy	Learning Quality
N		113	113	113	113
Usual	Mean	74.65	126.07	68.71	102.98
Parameters ^{a,b}	Std. Deviation	8.063	12.871	7.656	12.007
Most Extreme	Absolute Differences	.091	.040	.084	.064
	Positive	.091	.038	.084	.064
	Negative	.052	.040	.066	.043
Test Statistic		.091	.040	.084	.064
Asymp. Sig. (2-tailed)		.121c	.200c,d	.088c	.200c,d

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

This is a lower bound of the true significance

Based on: Author's Data Analysis (2025)

Based on Table 3, the significance value (Sig) for the four variables, namely Instructional Leadership (X1) is 0.121, Learning Community (X2) is 0.200, Self-Efficacy (X3) is 0.088, and Learning Quality (Y) is 0.200. Because all Sig values are greater than 0.05, it can be concluded that the data for all variables of this study follow a normal distribution.

To determine if the variance of the residuals is consistent across all observations in the regression model (the assumption of homoscedasticity), a heteroscedasticity test is employed. A crucial requirement for a reliable regression model is that it should not show any indications of heteroscedasticity.

Table 4. Heteroscedasticity Testing
Coefficient

		Unstandardized Coefficients		Standardized Coefficients		
Type		B	Std. Error	Beta	t	Sig.
1	(Constant)	3.950	4.730	.601	.835	.405
	Instructional Leadership	.895	.132	.692	6.763	.000
	Learning Community	.646	.099	.383	6.530	.000
	Self-Efficacy	.601	.165		3.649	.000

a. Dependent Variable: Quality of Learning

Based on: Author's Data Analysis (2025)

Table 4 shows that the SPSS analysis yielded a significance (Sig.) value of 0.000 (which is less than 0.05) for instructional leadership (X1), learning community (X2), and self-efficacy (X3). The absence of heteroscedasticity in the data, as shown by these results, confirms the appropriateness of the regression model for this research.

The presence of multicollinearity within a regression model can be assessed by looking at the VIF value associated with each independent variable.

Table 5. Multicollinearity Testing

Type	Unstandardized Coefficients		Standardized Coefficients			Collinearity Statistics	
	B	Std. Error	Beta	T	Sig.	Tolerance	VIF
1 (Constant)	3.950	4.730		.835	.405		
Instructional Leadership	.895	.132	.692	6.763	.000	.198	7.176
Learning Community	.646	.099	.692	6.530	.000	.198	7.176
Self-Efficacy	.601	.165	.383	3.649	.000	.198	7.176

a. Dependent Variable: Quality of Learning

Based on: Author's Data Analysis (2025)

According to Table 5, the VIF for each variable is 7.176, which is less than the threshold of 10 ($7.176 < 10$). The fact that the tolerance value of 0.198 is above the 0.1 threshold ($0.198 > 0.1$) further supports the conclusion that there is no multicollinearity among the variables of instructional leadership, learning community, self-efficacy, and learning quality.

Table 6. Regression Analysis Test Results

Type	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error			
1 (Constant)	5.445	3.684		1.478	.141
X1	.238	.087	.199	2.736	.007
X2	.432	.075	.435	5.745	.000
X3	.362	.077	.335	4.702	.000

Based on: Author's Data Analysis (2025)

The regression equation below is derived from the data presented in Table 6:

$$Y = a + b_1X_1 + b_2X_2 + b_3X_3$$

$$Y = 5.445 + 0.238X_1 + 0.432X_2 + 0.362X_3$$

The simple regression equation reveals that the constant value of 5.445 represents the baseline level of teacher performance when the effects of instructional leadership, learning community, and self-efficacy are controlled. A positive regression coefficient of 0.238 for instructional leadership indicates that an increase in this variable will enhance the quality of learning, assuming the other variables remain constant. Similarly, the coefficient of 0.432 for the learning community suggests that greater involvement or strength in this area will improve teacher performance, with instructional leadership and self-efficacy held steady. Furthermore, the coefficient of 0.362 for self-efficacy shows that as teachers' belief in their capabilities increases, the quality of learning also improves, provided that instructional leadership and learning community factors do not change. Overall, each variable positively influences teacher performance when varied independently.

In addition, the t-test can be found by comparing the calculated t-value with the t-value of the table in table 6. The t-test results show that each independent variable has a partial effect on the dependent variable, namely learning quality. For the variable X1 (instructional leadership), the calculated t-value (tcal) is 2.736, which is greater than the t-table value of 1.658697, indicating a significant partial effect on learning quality. Similarly, for variable X2 (learning community), the tcal value is 5.745, which also exceeds the ttable value of 1.658697, demonstrating that the learning community variable has a significant partial influence on learning quality. Lastly, for variable X3 (self-efficacy), the tcal value is 4.702, which again is greater than the ttable value of 1.658697,

signifying that self-efficacy partially and significantly affects the quality of learning. Overall, all three variables instructional leadership, learning community, and self-efficacy individually have a significant partial effect on learning quality.

Table 7. F Test Results

Type		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	13390.754	3	4463.585	176.586	.000b
	Residual	2755.210	109	25.277		
	Total	16145.965	112			

Based on: Author's Data Analysis (2025)

The results presented in Table 7 show a calculated F-value of 176.586, which is significantly larger than the table F-value of 3.92 (with a significance level of 0.05 and degrees of freedom 2 and 111). The corresponding significance value of 0.000 is also less than 0.05. This leads to the rejection of the null hypothesis and the acceptance of the alternative, indicating a significant influence of instructional leadership (X1), learning community (X2), and teacher self-efficacy (X3) on the Quality of Learning (Y) in Private Aliyah Madrasahs in Batang Regency.

Table 8. Determination Coefficient Test Results

Type	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.942a	.888	.885	7.20869

Based on: Author's Data Analysis (2025)

Based on Table 8 above, an R Square value of 0.829 was obtained. This value shows that the variation in learning quality (Y) can be explained by the variables of instructional leadership (X1), learning community (X2) and teacher self-efficacy (X3) together as much as 88.8%. In other words, instructional leadership (X1), learning community (X2) and self-efficacy (X3) together affected the quality of learning (Y) by 88.8%, and the remaining 17.1% were influenced by other factors.

DISCUSSION

Effect of Instructional Leadership on Learning Quality

The results of this study show that there is a significant influence of instructional leadership on the quality of learning in Private MA in Batang Regency. This also signifies a boost in learning quality stemming from instructional leadership, which provides the basis for improving learning practices and shaping the education office's strategic direction. The findings of this research are consistent with and bolstered by the results of studies undertaken by Setyowati & Miyono (2024) which reveals that instructional leadership carried out by school principals can improve teachers' performance in teaching. Other studies by Majid et al., (2022) it is clear that the adoption and consistent application of instructional leadership by school principals is critical to achieving effective learning. This will result in better classroom learning and promote a positive learning culture throughout the school.

Instructional leadership is one of the comprehensive leadership and has a high potential to improve school achievement. With the instructional leadership of the principal, teachers carry out their responsibilities as teachers, especially focusing on improving learning activity and the quality of student learning outcomes (Agusli et al., 2024). The instructional leadership strategy that is implemented is a practical way that becomes a handle in carrying out leadership duties where it becomes a role model or model of the school community, creating a conducive school climate and

culture, reviewing the improvement of learning quality and paying attention to the needs that support the running of teaching and learning activities in the classroom.

In addition, principals' guidance in instruction also plays a part in fostering a school culture that aims to improve student learning outcomes. Madrasah heads who play an active role in academic decision-making and support learning activities directly, create a sense of collective responsibility among teachers for the quality of education. Thus, instructional leadership not only plays a role as a director, but also as a driver of school cultural transformation towards continuous improvement of the quality of learning.

Effect of Learning Communities on Learning Quality

This study's outcomes show that the learning community has a significant effect on the quality of learning in Private MA in Batang Regency. This is reflected in the growing proficiency of teachers in developing and delivering learning experiences that are effective, imaginative, and tailored to the needs of their students. Through regular discussions, workshops, or joint reflection activities, teachers gain new insights that enrich learning strategies. Collaboration in the learning community also increases teachers' confidence and motivation, thus having a direct impact on the quality of interaction with students and the achievement of learning goals. This supports the conclusions of work done by researchers at (Arifin & Hanif, 2024; Novita & Radiana, 2024; Situmorang & Nurdiansyah, 2024) this underscores the significance of learning communities in boosting teacher motivation and performance, which subsequently leads to enhanced learning quality.

When teachers are actively engaged in learning communities, they show progress in their lesson design skills, implement a greater variety of teaching approaches, and assess student learning outcomes more completely. This underscores that teacher involvement in learning communities is not simply a formal requirement but has a real influence on enhancing classroom learning quality (Zamiri & Esmaeili, 2024). This collaborative activity also increases teachers' motivation and belief in their ability to carry out their responsibilities effectively.

In addition, a learning community helps establish a school environment where teachers' professional growth is a shared endeavor. When teachers do not work individually, but as part of a team of learners who support each other, learning innovations are easier to implement. The learning community also contributes to building a shared commitment to improve the quality of education as a whole. Thus, strengthening the learning community in madrasahs is one of the key strategies in an effort to improve the quality of learning in a sustainable manner.

Effect of Self-Efficacy on Learning Quality

The findings of this study show that there is a significant influence of teachers' self-efficacy on the quality of learning in Private MA in Batang Regency. These findings reinforce the view that teachers who have strong confidence in their professional capacity will be more consistent in carrying out quality learning. The teacher does not give up easily when facing obstacles, but rather finds creative ways to overcome them. Self-efficacy also encourages teachers to continue to learn and improve their competence, both through formal training and independent learning, so that the learning process becomes more dynamic and adaptive. This is in line with research (Juhri & Suhardi, 2023; Rahmawati et al., 2024; Utami et al., 2024) If teachers have good self-efficacy so that it will affect their performance, then the learning goals will be achieved.

The significance of the influence of self-efficacy on the quality of learning emphasizes the importance of developing teachers' personal capacity in education quality improvement programs. Efforts to improve teachers' self-efficacy can be done through the provision of relevant training, academic mentoring, and the creation of a supportive work environment (Bachtiar, 2020; Suherman et al., 2025). When teachers feel supported and valued, confidence in their abilities increases, which ultimately has a positive impact on student learning outcomes and overall learning quality.

Effect of Instructional Leadership, Learning Communities and Self-Efficacy on Learning Quality

The quality of learning is the result of various interrelated and supportive factors, including instructional leadership, learning community, and teacher self-efficacy. These three factors do not stand alone, but complement each other in forming a conducive learning ecosystem. Instructional leadership provides strategic direction and policy, learning communities build a collaborative culture among teachers, while teacher self-efficacy becomes an internal force that encourages teachers to perform their roles optimally in the classroom.

The results of the study show that simultaneously, instructional leadership, learning community, and teacher self-efficacy have a positive and significant effect on the quality of learning in Private Aliyah Madrasah throughout Batang Regency. This indicates that the stronger the implementation of these three aspects, the higher the quality of learning that can be achieved. Strong instructional leadership creates a clear academic vision, an active learning community strengthens teacher professionalism, and high self-efficacy makes teachers more confident and resilient in the face of learning challenges. These findings support studies from F. Azizah et al., (2024), which reveals the influence of these three variables to improve teacher performance which ultimately has an impact on the quality of learning.

Thus, improving the quality of learning is not enough only through interventions in the classroom, but also requires managerial support, a collaborative work culture, and strengthening teachers' personal capacity. Efforts to improve the quality of learning will be more effective if carried out in an integrated manner through strengthening the instructional leadership of madrasah heads, developing an active learning community, and increasing teachers' self-efficacy in a sustainable manner. These three factors are an important foundation in creating quality learning that is relevant to the demands of the times.

CONCLUSION

The results of this study indicate that instructional leadership, learning community, and teacher efficacy have a significant influence on the quality of learning in Private Aliyah Madrasahs in Batang Regency. Consistent instructional leadership of madrasah principals, active learning communities, and high teacher efficacy together improve collaboration, professionalism, and learning effectiveness which have a positive impact on the quality of the teaching and learning process. Therefore, improving the quality of learning requires strengthening instructional leadership, developing a dynamic learning community, and increasing teacher efficacy on an ongoing basis. Future research is recommended to examine additional factors such as infrastructure and parental involvement, as well as using a mixed methods approach to obtain a more comprehensive analysis. Further research could also consider broader issues, such as

geographical differences or types of madrasah, to broaden the generalizability of the findings and provide more applicable recommendations.

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