# The Principal's Behaviour in Building Teachers' Trust at State Islamic Senior High Schools

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**Abstract:** The purpose of this research is to analyse the behaviour of the heads of madrasahs in building trust among teachers in Riau Province, identify the main reasons behind the inability of heads of madrasahs to build trust among teachers, and to find effective leadership behaviours to enhance that trust. This study employs a qualitative method with a descriptive approach to deeply explore the leadership dynamics of the heads of madrasahs in building trust among teachers. Data were collected through in-depth interviews, participatory observations, and document analysis at three research locations. Data analysis was conducted using a flowing data analysis technique to identify key patterns in leadership practices and their impact on teacher trust. Data validity was ensured through data triangulation from various sources and methods, as well as by confirming findings with research participants. The conclusions of the study indicate that increasing teacher involvement in decision-making processes, more effective communication, and support for professional development are key elements in building trust among teachers. At MAN 1 Pekanbaru, increasing teacher participation in decision-making and improving communication effectiveness are priorities. At MAN 1 Indragiri Hulu, a shift from an authoritative to a more inclusive leadership style is needed. Meanwhile, at MAN 1 Indragiri Hilir, there is a need for further improvements in communication and professional development support. The recommendation of this study is to adopt a participatory and communicative leadership approach to create a harmonious and trusting educational environment.

**Keywords:** Principal's Behaviour, State Islamic Senior High School, Teachers' Trust

## A. Introduction

Trust in the work environment, especially in educational institutions such as madrasah, plays a very important role in creating a conducive and effective atmosphere for learning (Hasibuan & Hadijaya, 2024). Trust between teachers, between teachers and students, and between the institution and parents, forms the basis for open and honest communication. This is vital because madrasas not only

carry out the mission of academic education, but also character building and deep spiritual values (Niedlich et al., 2021; Putra & Armi, 2022).

Teacher trust in the work environment has great urgency because it is the foundation of a harmonious and effective school environment (Huda et al., 2020). When teachers feel trusted by the madrasah head and peers, they will be more motivated in carrying out their duties. This trust creates a sense of security and comfort at work, so teachers can focus more on improving the quality of learning (Calp, 2020). An environment filled with trust also allows teachers to be more open in sharing ideas, collaborating, and developing more innovative teaching methods (Wijaya et al., 2023). In addition, teachers who feel trusted tend to have higher levels of motivation and are more prepared to take initiative and responsibility in their tasks. They do not just fulfil their obligations, but are also encouraged to contribute more in building a positive school culture. With trust, communication between teachers and madrasah principals becomes more effective, so that policies and programs implemented can run better (Stronge & Xu, 2021). This mutual trust also helps to create a supportive work environment, where each teacher feels valued and supported in carrying out their role (Lakkala et al., 2021).

Trust plays a crucial role in increasing team productivity, inspiring effective collaboration, and creating a positive work environment (Bukko, 2022). In the context of teamwork among faculty, trust enables team members to share ideas, problems, and thoughts openly and honestly (Afsar et al., 2020). This results in better problem solving, better decision making, and higher innovation (Ben Sedrine, Bouderbala & Nasraoui, 2021). Trust also helps eliminate the fear of failure and creates an environment where team members feel supported and valued. Building trust through effective communication, transparency, and shared success is key to building effective teamwork among teaching staff (Sein-Echaluce et al., 2021). With trust, teachers and staff can work together more efficiently and effectively. They become more open to sharing resources, information and experiences, which in turn improves the quality of teaching. In an environment of trust, individuals feel valued and safe to voice their opinions or ideas, which can trigger innovations in teaching methods and school management. In the school environment, teachers also play an important role in helping students integrate the standard curriculum with religious values (Moslimany et al., 2024). Teachers can use modelling, teaching, and guidance to provide strong examples and internalized moral values to students (Wakhidah & Erman, 2022).

Building and maintaining trust is a fundamental aspect of madrasah management. In the context of Islamic education, trust acts as a strategic asset that contributes to the effectiveness and efficiency of institutional management (Fawait, Siyeh & Aslan, 2024). . Trust can be built through a proven management theory-based approach, as well as through strengthening the religious culture in the madrasah environment. The implementation of transparent, accountable and Islamic values-based

managerial principles will increase leadership legitimacy and encourage the creation of a conducive educational environment oriented towards improving the quality of learners (Rashid et al., 2024). This includes everything from adopting transparent policies, training teachers and staff to communicate effectively, to implementing systems that support fairness and integrity. These measures not only strengthen the foundation of the education delivered, but also instil trust that students will pass on in their future social interactions, bringing value beyond just formal education.

The behaviour of madrasah principals as leaders in building teachers' trust is very important in creating a positive and effective work environment in madrasah (Rofiki, 2025). As a leader, the madrasah head must actively demonstrate a commitment to the welfare and professional development of teachers. This can be done through transparent and consistent actions in making decisions and supportive policies (Wijaya et al., 2023). Madrasah principals who provide strong support to teachers, both in terms of resources and morale, tend to gain higher trust. This creates a strong basis for teachers to feel valued and trusted with their abilities (Ilmi, 2024).

Furthermore, madrasah principals play an important role in improving the quality of education in madrasahs. One effective way to achieve this goal is to actively communicate and engage in dialog with teaching staff (Gillies, 2019). In the context of Islamic religious education, effective communication between madrasah heads and teaching staff is essential to improve the efficiency of madrasah management and enhance the quality of education provided (Lemon, 2019). Effective and open communication is key in building relationships based on trust. By listening to teachers' concerns and aspirations, madrasah principals can better understand what they need to succeed in their jobs. It also gives the madrasah principal the opportunity to clearly explain the madrasah's vision and goals, ensuring that all team members are working towards the same goal with a clear understanding of how they can contribute.

Leadership in educational institutions, especially in madrasah, has its own challenges and peculiarities that require a deep understanding of effective leadership behaviour, especially in the context of interpersonal trust between madrasah principals and their teaching staff (Syahlarriyadi, 2023). The growth and development of Islamic educational institutions in Indonesia cannot be separated from the quality of leadership exercised by madrasah principals (Illah et al., 2022). Effective leadership plays an important role in improving the quality of education provided in madrasahs. Madrasah principals who have good leadership qualities can increase teacher motivation, increase teacher participation, and improve religious culture in madrasah. Thus, students can get a better education that better suits their needs. Madrasah Aliyah, as part of the upper secondary education system in Indonesia, plays a vital role in shaping a young generation that not only

excels in academic knowledge but also in spiritual and moral values. Therefore, teachers' trust in the madrasah principal is crucial as it can affect the working climate, teachers' motivation and, ultimately, the quality of teaching delivered to students.

The madrasah principal as a leader plays a vital role in determining the direction and quality of education in the madrasah. The behaviour of madrasah principals in building trust includes various aspects such as effective communication, integrity, openness and the ability to make wise decisions. In Riau Province, there is significant variation in how madrasah principals practice these aspects in their daily interactions with teachers. In the context of building teachers' trust in State Aliyah Madrasahs in Riau Province, there are several problems that can be faced by madrasah principals including: 1) lack of effective and open and effective communication between madrasah principals and teachers; 2) consistency in leadership; 3) resource management; 4) recognition and reward; 5) differences in vision and values; 6) leadership and ethical issues, and 7) poorly managed change and innovation. Solutions to these problems require a comprehensive and participatory approach from the madrasah head, starting with improving communication, consistency in leadership, equitable resource management, and an inclusive approach in implementing change.

Therefore, a study is needed that examines the impact of internal madrasah policies initiated by madrasah principals in influencing teachers' trust. Cultural and contextual factors of Riau Province will also be scrutinized to understand how these elements influence the leadership strategies of madrasah principals. This research will use both quantitative and qualitative approaches to gain an in-depth understanding of leadership practices and trust dynamics among teaching staff. The results of this study are expected to provide useful recommendations to improve leadership practices in the context of public Madrasah Aliyah and improve the quality of education in Indonesia, particularly in Riau Province.

## B. Methods

Descriptive qualitative research approach is a very relevant method to examine the behaviour of madrasah principals in building teacher trust in State Aliyah Madrasahs in Riau Province. This qualitative research focuses on in-depth understanding of complex phenomena through detailed and contextual analysis (Karya et al., 2024). By using this method, researchers can capture nuances and details that may be missed by quantitative approaches (Sari et al., 2024). In this study, the researcher will probably select several public Madrasah Aliyah in Riau Province as representative study subjects or have unique characteristics relevant to the research topic. Data collection techniques through direct observation, in-depth interviews, and document analysis, so as to collect rich and in-depth data regarding the interaction between madrasah principals and teachers.

Descriptive qualitative research focuses not only on what happens, but also why and how it happens. Because it can identify key factors that influence teachers' trust in madrasah principals, such as effective communication, fairness in decision-making, and professional support (Safrudin et al., 2023; Sulistiyo, 2023). Thus, the results of the study can provide deep and practical insights for educational practitioners and policy makers in the field of Islamic education. The subjects of this study were the head of the madrasah (3 people) and teachers of the State Aliyah Madrasah (as many as 12 people), administrative staff and students. Each of these groups has a different role and perspective in the process of building trust, thus providing a comprehensive point of view for the research.

The data analysis technique used in this research is a flowing data analysis model where the most core activities include: data condensation, data reduction, data presentation, and verification and conclusion drawing. The data validity technique used in this research is source triangulation which aims to test the quality of data by checking data obtained from different sources or different informants (Natow, 2020). Source triangulation means to get data from different sources with the same technique.

## C. Results and Discussion

**Causes of Madrasah Principal's Behavior Not Able to Build Teacher Trust**

*MAN 1 Pekanbaru*

The behaviour of the madrasah head at Madrasah Aliyah Negeri (MAN) 1 Pekanbaru has not been able to build teacher trust because: 1) there is a mismatch between the policies or actions taken by the madrasah head and the expectations or needs of the teachers; 2) there is a mismatch between the policies or actions taken by the madrasah head and the expectations or needs of the teachers; 3) they do not provide sufficient or clear information regarding policy changes or the implementation of new programs. As a result, teachers feel confused and unprepared to implement these policies, which in turn affects their performance; 4) not being sufficiently involved in the decision-making process, which creates the impression that leadership in the madrasah is less participatory and inclusive; 5) different perceptions of the school's vision and mission also contribute to dissatisfaction among teachers, and 6) the lack of a participatory approach in managing change or program implementation.

*MAN 1 Indragiri Hulu*

Some of the reasons the head of MAN 1 Indragiri Hulu has not fully succeeded in building trust among teachers include: 1) a leadership style that may not fully match the expectations or needs of the teachers; 2) a lack of openness in the

decision-making process also exacerbates this distrust; 3) ineffective communication is also another important factor leading to a lack of trust; 3) a lack of support for professional development also contributes to negative perceptions of the madrasah head's leadership, and 4) a lack of support for their professional development.

*MAN 1 Indragiri Hilir*

In MAN 1 Indragiri Hilir, some of the factors causing the madrasah head to not succeed in building teacher trust are: 1) the effectiveness of the madrasah head's persuasive communication with a deliberation-based approach in the distribution of tasks according to expertise has not been fully felt by teachers; 2) the inability to always be consistent with policies and decisions taken can cause uncertainty among teachers; 3) the limited rewards given to teachers.

**Principal Behavior**

*MAN 1 Pekanbaru*

The behaviour of the head of MAN 1 Pekanbaru: 1) looks formal and structured, supported by a clear vision and mission to create an Islamic, technological, and international standard madrasah. However, it has not been fully perceived positively by the teachers; 2) the leadership structure and division of tasks are clearly arranged, but there are some shortcomings in its implementation; 3) less involvement of administrative personnel in the process of planning and evaluating policies, and 3) still lack of adequate support in administrative management.

*MAN 1 Indragiri Hulu*

From the findings conducted at MAN 1 Indragiri Hulu, a number of views emerged regarding the behavior of the madrasah head including: 1) the lack of fair and inclusive leadership in the educational environment; 2) the lack of involvement of the madrasah head in administrative and logistical processes; 3) the lack of more effective and open communication; 4) the lack of clarity in communication, especially related to policies and decisions taken without consultation, and 5) the lack of support for teachers' professional development.

*MAN 1 Indragiri Hilir*

In MAN 1 Indragiri Hilir, the behavior of the madrasah head: 1) there are efforts to apply a democratic and persuasive leadership style; 2) solving problems in a polite and closed manner; 3) has actively supported various activities to develop teacher competencies through programs; 4) there are efforts to align the madrasah vision with the broader national vision.

**Teachers' Trust**

*MAN 1 Pekanbaru*

Teachers' trust in the head of MAN 1 Pekanbaru may not be entirely strong. This can be caused by various factors such as a lack of teacher involvement in the decision-making process, policies that are perceived to be less transparent, or a lack of effective communication between the madrasah head and teachers. Although there is a clear structure and vision, the implementation of policies and programs may not always be perceived as supporting or meeting the needs of the teachers, which ultimately affects their level of trust in the madrasah principal.

*MAN 1 Indragiri Hulu*

Teachers' trust in the head of MAN 1 Indragiri Hulu may be influenced by several factors: 1) transparency and fairness in carrying out tasks; 2) support for teachers' professional development; 3) transparency in decision-making and information distribution; 4) transparency of justice in the distribution of tasks and responsibilities.

*MAN 1 Indragiri Hilir*

Teachers' trust in the head of MAN 1 Indragiri Hilir shows complex challenges such as: 1) lack of consistency in the implementation of decisions; 2) lack of appreciation for teachers' achievements; 3) lack of assertiveness and consistency especially in situations where quick and clear decisions are needed.

**Madrasah Principal's Behavior in Building Teacher Trust**

**Effective Communication**

*MAN 1 Pekanbaru*

Some of the communication methods applied by the head of the school are: 1) clear division of tasks and in accordance with each individual's field of expertise; 2) the implementation of regular meetings twice a month to conduct weekly evaluations. So that all team members are kept informed of the latest developments and can actively participate in planning and evaluation; 3) open communication practices, where all teachers are given the opportunity to express their aspirations or opinions in meetings; 4) involving teachers in the decision-making process.

Effective communication implemented by the madrasah head at MAN 1 Pekanbaru plays a crucial role in building trust among teachers. With a structured strategy and an inclusive approach, the madrasah principal succeeded in creating a supportive

and motivating work environment for all staff, which in turn strengthened the relationship and trust between leaders and teachers.

*MAN Indragiri Hulu*

In an effort to build trust among teachers at MAN 1 Indragiri Hulu, the madrasah head applies various effective communication strategies including: 1) persuasive and collective communication which aims to involve teachers in making decisions and solving problems together, so that each teacher feels listened to and valued. opinion; 2) conducting *blusukan* to see the actual conditions so as to show the madrasah head's concern for the working conditions of the teachers and become an effective means of understanding the existing problems directly; 3) conducting in-depth exploration of the problem before making a decision.

The combination of persuasive communication, *blusukan*, problem-tracing, task delegation, and personal approach applied by the madrasah principal succeeded in building strong trust among teachers at MAN 1 Indragiri Hulu. This creates a harmonious and productive work environment where teachers feel supported, understood and valued in every aspect of their work.

*MAN 1 Indragiri Hilir*

The approaches taken by the Head of MAN 1 Indragiri Hilir in his leadership, especially in terms of effective communication are: 1) distribution of tasks to teachers and staff based on the expertise and abilities of each individual. This is important to ensure that each person works in the area he or she has expertise in, so that he or she can contribute more optimally; 2) conducting deliberations with the teachers' assembly in every important decision and being open to input from all parties. This creates an inclusive work environment; 3) applying persuasive communication methods in interacting with the teachers' council. This approach not only avoids misunderstandings, but also builds trust and strong cooperation among all teaching staff.

The Head of MAN 1 Indragiri Hilir views effective communication as an important foundation in carrying out his role as Head of MAN 1 Indragiri Hilir. With a democratic and persuasive approach, he succeeded in creating a conducive and productive working atmosphere in the school.

**Consistency in Leadership**

*MAN 1 Pekanbaru*

Consistency in the leadership of the madrasah head plays an important role in building trust among teachers. This can be seen from the madrasah head's attitudes

such as: 1) the principal not only sets policies but also actively demonstrates adherence to those policies, making him a role model for teachers to follow; 2) the discipline of the principal that can influence the work culture in the school environment; 3) not only showing consistency in terms of early attendance, but also in decision-making and implementation of other policies. Every policy implemented is always clearly informed and carried out according to a predetermined schedule. This creates a sense of stability and certainty among teachers, thus strengthening trust in the leadership of the madrasah head; 4) The madrasah head also maintains open communication with teachers regarding policies and changes that may occur. So that everyone feels involved and has the opportunity to provide input. This not only strengthens teachers' trust in the leadership, but also encourages their active participation in policy implementation.

### MAN Indragiri Hulu

Consistency in leadership is applied through concrete examples shown by the madrasah head such as: 1) the commitment of the madrasah head to the decisions that have been taken together. This gives teachers a sense of security and trust; 2) consistency in managing the decision-making process. The madrasah principal ensures that every decision is made by considering all parties involved and after going through a transparent discussion process. The consistency in leadership applied by the madrasah head not only builds trust among teachers but also creates a solid and professional work culture. Through the example set by the madrasah principal, teachers feel motivated to also show consistency in work, which ultimately contributes to improving the quality of education at MAN 1 Indragiri Hulu.

### MAN 1 Indragiri Hilir

The Head of MAN 1 Indragiri Hilir strives to: 1) be consistent with every decision that has been agreed upon; 2) be a role model for teachers, especially in matters relating to administration, attendance at meetings, and the implementation of other tasks. With consistency, the madrasah head not only maintains stability and order in the school environment, but also builds stronger and more positive relationships with teachers. This consistent leadership is an important foundation in creating a successful and trustworthy educational environment.

### Resource Management

### MAN 1 Pekanbaru

The head of Madrasah Aliyah Negeri (MAN) 1 Pekanbaru manages human resources effectively. The effectiveness of the madrasah head's HR management strategy is in the form of: 1) motivating teachers to always improve their

competence through training, seminars, workshops, and so on; 2) organizing the placement of teachers based on tupoksi and their respective fields of knowledge. So that each teacher can teach subjects that are in accordance with their expertise as a result, teaching is more effective and quality; 3) realizing transparency and fairness in the PPDB recruitment process.

Good resource management by the madrasah principal at MAN 1 Pekanbaru not only improves the quality of education but also strengthens teachers' trust in the leadership. By providing opportunities for competency development, placing teachers according to their expertise and ensuring a fair recruitment process, the madrasah principal succeeded in creating a supportive and motivating work environment. This proves that effective resource management is a key factor in building trust and creating a productive and positive work atmosphere.

*MAN 1 Indragiri Hulu*

In an effort to build trust among teachers at MAN 1 Indragiri Hulu, the madrasah head takes a very strategic human resource management (HR) approach and focuses on: 1) development of work programs designed together with teachers. Where each teacher plays an active role in the preparation of regulations and the development of programs to be implemented; 2) careful planning in making regulations that will guide the running of programs by involving teachers; 3) implementation and evaluation of programs to ensure that the regulations that have been agreed upon are actually implemented properly. In this evaluation process, the madrasah head does not only act as a supervisor, but also as a supporter and facilitator who helps teachers achieve the set goals; 4) good resource management, including facilities and budgets, are used to the maximum to support HR development programs.

The human resource management approach implemented by the madrasah head has had a positive impact on their development as educators. With human resource development programs designed and evaluated together, teachers feel that they are not only expected to teach, but also to continue to develop and innovate. This creates a dynamic working environment where each teacher feels supported and valued for their contribution to the development of the madrasah. The resource management implemented by the Head of MAN 1 Indragiri Hulu has successfully increased teachers' trust in his leadership.

*MAN 1 Indragiri Hilir*

The steps taken by the Head of MAN 1 Indragiri Hilir in managing HR management are: 1) activating subject teacher meetings (MGMP) which is an important forum for teachers to share knowledge, discuss, and support each other in developing learning materials; 2) holding teacher competency improvement

training by bringing in tutors from Jakarta; 3) initiating Continuous Competency Improvement (PKB) activities and providing opportunities for teachers to continue to improve their competence and contribute more widely in the world of education; 4) encouraging teachers to participate in the Indonesian Madrasah Competency Assessment (AKMI) activities, where teachers play a role in developing books and national exam questions; 5) providing full support for teachers who want to continue their education to the Masters level.

Good resource management by the head of MAN 1 Indragiri Hilir madrasah has succeeded in increasing teachers' confidence. By providing a variety of competency development programs, as well as supporting further education initiatives, the madrasah head demonstrates a real commitment to improving the quality of human resources in his school. This not only creates a supportive environment for teachers but also strengthens their trust in the existing leadership, making MAN 1 Indragiri Hilir an educational institution that continues to grow and excel.

### Recognition and Rewards

*MAN 1 Pekanbaru*

The approach taken by the Head of MAN 1 Pekanbaru in providing rewards and recognition through: 1) exemption from tuition fees for three months for students who excel; 2) giving certificates to teachers as a form of formal recognition of teachers' achievements and contributions to their efforts and dedication; 3) giving coaching money in the form of incentives to teachers.

The head of the madrasah emphasized that these awards are designed to motivate teachers and provide appropriate recognition for their hard work. The management of rewards and recognition by madrasah principals at MAN 1 Pekanbaru has proven effective in building trust and increasing motivation. The exemption of tuition fees for outstanding students and the provision of certificates and coaching money for teachers show the commitment of the madrasah head in appreciating the contributions of both students and teachers. These awards not only provide incentives but also create a positive and supportive atmosphere in the school environment. Through this policy, the madrasah head has succeeded in creating a motivating and empowering reward culture, which in turn strengthens trust and loyalty among teachers and students. This shows that good reward management is an important aspect of building solid and productive relationships in educational institutions.

*MAN 1 Indragiri Hulu*

In implementing a clear and structured recognition and reward strategy, the madrasah head gives awards to outstanding teachers and students as a form of

appreciation for their efforts and dedication. These awards are given in the form of certificates and monetary allowances, which vary according to the level of achievement achieved-from district to national level.

The awarding is not just a formal routine, but is part of a policy that has been agreed upon by all madrasa residents, including the madrasa committee. This shows that the awards given have a strong basis and are well accepted by all parties.

The impact of these awards is significant on teacher morale and trust. Teachers feel more valued and motivated to perform better. Because they feel the attention and appreciation from the madrasah head, which makes them feel proud and appreciated for their contribution. This award also creates an atmosphere of healthy competition among teachers, where they support each other and strive to achieve higher achievements in order to get recognition from the madrasah principal and the madrasah itself.

This awarding also has a positive impact on the working atmosphere in the madrasah. Teachers seem more enthusiastic in carrying out their tasks, and there is an increase in collaboration between teachers to achieve common goals. Through this strategy, the madrasah head not only motivates teachers to excel, but also creates a positive and appreciative work environment. Teachers feel valued, supported and recognized for their contributions, which in turn strengthens their bond with the madrasah and improves the overall quality of education.

*MAN 1 Indragiri Hilir*

Recognition and rewards given by the madrasah head are generally in the form of certificates or plaques due to the limited resources the school has. Although simple, these certificates are a symbol of recognition for the hard work and achievements of the teachers. Teachers at MAN 1 Indragiri Hilir acknowledge that the award, although in the form of a charter, still has a positive impact on their morale and morale. Recognition like this gives teachers the motivation to continue to excel and give their best. They feel that the appreciation from the madrasah head helps boost their confidence and encourages them to continue developing in their profession. When their efforts and achievements are recognized, teachers feel valued and involved in the progress of the school. While the rewards may be limited in form, the positive impact on teacher morale and confidence is significant. Through these rewards, the madrasah head has succeeded in creating a more positive working environment where teachers feel valued and supported. Material rewards, although limited, still play an important role in increasing teachers' trust in the madrasah head. Teachers feel that the attention and appreciation given, both symbolically and materially, proves that there is a real effort from the madrasah head to build a strong and trusting relationship.

**Vision and Values Equation**

*MAN 1 Pekanbaru*

The vision of the madrasah principal has been translated into daily practice at MAN 1 Pekanbaru. One indication of the alignment of vision and values is the programs implemented at the school. The program of coaching outstanding students, rewards for academic achievement, and additional support for extracurricular activities all reflect a commitment to the school's vision. Teachers feel more motivated and engaged because they can see how the vision is translated into daily practice. The alignment between the madrasah principal's vision and concrete actions on the ground strengthens their sense of trust in the leadership. By implementing a clear and relevant vision and demonstrating strong commitment, the madrasah principal succeeded in creating a supportive and motivating environment, which in turn strengthened the relationship and trust between leaders and staff.

*MAN 1 Indragiri Hulu*

In an effort to build trust between the madrasah principal and teachers at MAN 1 Indragiri Hulu, alignment of vision and values is an important element that the madrasah principal continues to strive for, which is done by improving communication and understanding between himself and the teachers. He also tries to conduct more open dialog with teachers, explain the vision of the madrasah, and listen to their input and suggestions. In this way, it is hoped that the vision and values espoused by the madrasah can be better understood and accepted by all teachers, thus creating a strong and sustainable alignment.

*MAN 1 Indragiri Hilir*

In aligning the vision and values, the madrasah principal emphasizes the importance of discussion and collaboration with the entire madrasah community. This discussion aims to adjust the madrasah vision with the values prevailing in the surrounding environment, as well as to ensure that the vision can be accepted and implemented properly by all parties. Therefore, the madrasah principal must discuss it again with the madrasah community so that the vision is in accordance with the prevailing values in the madrasah environment. This reflects the inclusive approach taken by the madrasah principal in aligning vision and values.

Teachers at MAN 1 Indragiri Hilir feel involved in the decision-making process related to the madrasah vision, which will increase their sense of ownership and responsibility towards achieving the vision. The alignment of vision and values between the madrasah head and teachers not only contributes to increased trust, but also creates a more harmonious and purposeful working environment.

## *Leadership and Ethics*

### *MAN 1 Pekanbaru*

The head of MAN 1 Pekanbaru provides a concrete example of the application of ethical principles in leadership. The leadership character applied by the madrasah head, which includes discipline, fairness, and an open attitude, strengthens the relationship and trust between leaders and staff. Through concrete actions consistent with policies and ethical values, the madrasah head builds a harmonious and professional work culture, where teachers feel valued and supported. This approach not only affects teachers' trust but also improves the overall quality of the working environment at MAN 1 Pekanbaru.

### *MAN 1 Indragiri Hulu*

The head of MAN 1 Indragiri Hulu emphasized that ethical leadership is not just about talking, but also about real action. The application of ethical principles in the leadership of the madrasah head at MAN 1 Indragiri Hulu is considered effective in building and strengthening teachers' trust. This not only improves the working atmosphere in the madrasah but also contributes to the professional and moral development of the educators.

### *MAN 1 Indragiri Hilir*

The head of MAN 1 Indragiri Hilir applies polite, friendly, unemotional leadership. By showing a polite and friendly attitude, the head of the madrasah seeks to build positive relationships with all teachers, so that they feel valued and supported. In addition, the principal emphasizes the importance of resolving problems in a persuasive manner and directly to the parties concerned. This approach is more effective in maintaining harmony and avoiding protracted conflicts.

The success of the madrasah head in implementing ethical leadership is also reflected in the respect and trust shown by the teachers. The ethical leadership applied by the madrasah head not only has a positive effect on teachers' trust, but also on the overall performance and work culture at MAN 1 Indragiri Hilir.

## *Innovation*

### *MAN 1 Pekanbaru*

The innovations introduced by the madrasah head not only focus on the academic development of students but also contribute to improving the confidence and motivation of teachers in the school. Examples of the madrasah head's innovations: 1) accelerated class program; 2) international class with Cambridge curriculum, and

3) Tahfiz science class, which integrates the study of science with the Quran memorization program. The madrasah principal who supports and facilitates these innovations creates a positive and dynamic working environment for teachers. Teachers feel supported and valued as they are given opportunities to engage in innovative programs and develop professionally. In this way, the madrasah principal builds trust and improves teachers' morale, which in turn contributes to the overall success and development of the school.

*MAN 1 Indragiri Hulu*

In building trust among teachers at MAN 1 Indragiri Hulu, the Head of Madrasah implements various innovations aimed at improving the quality of education and supporting teachers' professional development, including: 1) the "School of Cosmetology" program in collaboration with the Director General. This program aims to provide students with practical skills in fashion, a field relevant to industry needs and employment opportunities; 2) TKJ (Computer Network Engineering) classes as part of the curriculum at MAN 1 Indragiri Hulu. This program focuses on technical skills that are highly needed in today's digital era. The implementation of the TKJ class not only gives students access to the latest technology, but also assists teachers in preparing teaching materials that are relevant to technological developments; 3) the Pemantapan Ibadah and Tahsin program in grade XI. This program is designed to strengthen students' understanding of worship and improve their recitation of the Qur'an. The innovations introduced by the madrasah principal contributed to increasing teachers' trust in his leadership. Teachers feel that the innovations demonstrate the madrasah principal's commitment to continuously improving the quality of education and supporting their professional development. This support for innovation creates a dynamic environment and motivates teachers to adapt to change and actively participate in continuous improvement efforts. Thus, the innovations implemented at MAN 1 Indragiri Hulu not only improve the quality of education but also strengthen the relationship between the madrasah principal and teachers, building stronger trust in the teaching-learning process.

*MAN 1 Indragiri Hilir*

The innovations carried out by the madrasah head not only aim to improve the quality of education, but also to provide wider opportunities for students to develop their potential. The innovations include: 1) the EEC (Excellent English Camp) program, where within a period of three months, students are able to master English well. This program involves tutors brought in directly from Pare, an area known as an English language training center; 2) a Middle East Arabic program specifically designed for students who plan to continue their studies to the Middle East through scholarships.

The implementation of innovations at MAN 1 Indragiri Hilir showed a significant positive impact on the madrasah environment as a whole. The innovations introduced by the madrasah head have not only improved the quality of education but also built solid trust among teachers. The principal's support for teachers' professional development, as well as his commitment to involving teachers in every innovation, creates a positive and collaborative working climate, which in turn increases motivation and job satisfaction among teachers.

**Discussion**

Trust is a fundamental element in working relationships, especially in the relationship between leaders and their subordinates. According to Covey, trust is the foundation of effective leadership (Covey et al., 2022). Without trust, collaboration and coordination in organizations are difficult to realize. Trust can be built through several key factors: integrity, competence, consistency, and goodwill of the leader. When a madrasah head does not meet teachers' expectations in terms of consistency of policy implementation, involvement in decision-making, and open communication, trust will be eroded, impacting the overall performance of the madrasah.

Trust is a key element in leader-subordinate relationships. Trust is built through consistency, transparency, and fairness (Hasel & Grover, 2017). Teachers' trust in the madrasah head is strongly influenced by various leadership factors, especially in terms of transparency, communication, and involvement in decision making. An effective leader must be able to inspire and motivate followers with a clear vision, and provide adequate support and recognition. This trust is not only built from big decisions, but also from consistent and fair daily actions. According to Yukl, successful leaders are those who can build strong relationships with their followers through open communication, inclusive decision-making, and fair rewards (Borgmann, L., Rowold, J., & Bormann, 2016). When teachers feel that they are heard and valued, trust in the madrasah head will increase, which in turn will create a more positive and productive work environment. Conversely, if there is inconsistency or lack of communication, this trust can be eroded, resulting in decreased motivation and performance. Therefore, madrasah principals need to continuously evaluate and refine their leadership approach to ensure that all teachers feel supported and actively involved in every aspect of madrasah life.

This leadership approach not only strengthens the relationship between the madrasah head and teachers, but also becomes the foundation for educational success in the madrasah. According to James MacGregor Burns and Bernard Bass, leaders who are able to motivate and inspire their followers to achieve results that go beyond their personal interests (Burns, 2014). An effective madrasah head as described in the text, is able to build trust through inclusive communication and consistency in action. This is in line with the principles of transformational

leadership which include building a shared vision, providing motivation, and developing the potential of each individual in the team.

The importance of team members' involvement in the decision-making process (Hussain et al., 2018). The madrasa head's leadership of involving teachers in regular meetings and assigning tasks according to individual expertise reflects this approach. Participation in decision-making helps build a sense of responsibility and trust among team members.

According to Greenleaf in Cruz, R., & Patterson (2023) leaders who serve the needs of others and help them develop. Madrasah principals who often do *blusukan* and understand the real conditions of their teachers are examples of the application of service leadership. By showing real concern and prioritizing staff welfare, the madrasah head can build strong trust. According to Fiedler in Santos (2021) leadership effectiveness depends on the context of the situation and its influence on follower behaviour. In this context, the madrasah head adjusts his approach according to the needs and situations faced by teachers. The ability to adapt to different situations and provide appropriate support is key in building trust.

Perceptions of fairness in decision processes and treatment affect levels of trust and motivation (Chen et al., 2015). Consistency in decision-making, rewards for achievement, and transparent management of resources, as implemented by the madrasah head, support this opinion. Fairness in treatment and decisions strengthens trust and a sense of fairness among team members.

## D. Conclusions

The behaviour of the heads of Madrasah Aliyah Negeri (MAN) in Riau Province in building teacher trust faces significant challenges. At MAN 1 Pekanbaru, despite efforts to exercise structured and clear vision-oriented leadership, policies often do not involve active participation from teachers. Lack of consultation and effective communication led to teachers feeling neglected in the decision-making process, which resulted in a decline in their trust in the madrasah head. This situation is exacerbated by the inconsistent implementation of policies, adding to uncertainty and dissatisfaction among teachers. Consistency in leadership also plays an important role in strengthening teachers' trust in madrasah principals. The madrasah principals in the three MANs demonstrate a consistent attitude in implementing policies and decisions that have been mutually agreed upon. This attitude not only provides a sense of security and stability for teachers, but also strengthens their belief that the madrasah principals have high integrity and commitment to their responsibilities. Teachers feel more motivated and confident when they see that their principals always adhere to established rules and procedures.

In addition, good human resource management is also key in building trust. Riau madrasah principals actively involve teachers in planning and evaluating school programs, as well as providing rewards and recognition for achievements. This approach not only increases the sense of responsibility among teachers but also creates a collaborative and productive work environment. With the various leadership strategies implemented, the madrasah principals succeeded in creating strong bonds of trust among the teaching staff, which in turn contributed to improving the quality of education in the madrasahs.

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