

Strategic Management of Madrasah Heads in Improving the Performance of Aliyah Teachers in Tangerang Regency

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Abstract

Education is basically an effort to help the development of children and youth to achieve certain goals that take place in a certain environment. This research is to know and analyze the Strategic Management of Madrasah Heads in Improving the Performance of Aliyah Teachers in Tangerang Regency. Data collection techniques used are observation techniques (observations), interview techniques, documentation studies, literature studies and participation. Regarding data analysis techniques using non-statistical analysis techniques. The conclusion is that the principal's management strategy in improving the performance of Aliyah teachers at MA, Tangerang Regency, through the stages of planning, implementation and evaluation is not optimal because there are still weaknesses in competence and professionalism as well as support for the fostered madrasah.

Keywords: Strategic Management, Performance Management.

INTRODUCTION

Education is basically an effort to help the development of children and youth to achieve certain goals that take place in a certain environment. Education can take place formally in a school environment and is given by teachers. Education can also take place formally, within the family, community and institutional leaders. Education can also take place non-formally, taking place in training institutions, upgrading, coaching, and given by coaches, trainers, coaches, tutors and tutors. Education places educated people as people who are economically and socially successful. Engkoswara (1999:31) argues that: Education that is oriented towards the future carefully is indeed difficult but important, education has a very important function in human life. Education functions to develop potential, skills, and personality, to provide the knowledge and skills needed for future life, life as a person, community member, continued study, and work. Educational efforts or services are provided in the form of guidance (educating) learning and training.

In the National Education System Law no. 20/2003 article 3 that "National education functions to develop capabilities and takes the form of national character and civilization that is useful in the context of the nation's life." Indeed, without education a person or a nation will be stupid and uncivilized.

In the last few decades, it has become increasingly recognized that education is not only a public service provider sector (Public goods), but more importantly as a productive investment that spurs growth in various fields and development sectors. For this reason, appropriate, targeted, and applicable conceptions, policies and educational programs are needed. (Suyatno, 2004:71).

This is realized because education is a strategic issue for a nation. As stated by Baedhowi (2003:1), that in order to face the era of globalization, the national education system is increasingly required to prepare human resources (HR) who have the competitive ability to align themselves with developed nations in the world. We need to build a commitment by placing national education as a human investment process. Because there is an assumption that the higher one's education, the higher one's ability to develop themselves

and improve their quality of life. Based on the facts, people with higher education have a greater chance to occupy the most strategic positions in social, economic, political and cultural life. For that reason, on the one hand there is sincerity and hard work to realize the best education. On the other hand, education is also positioned as a power of social capital, because the better the education of a particular community, the stronger the social condition of the community.

In addition to the responsibility of the school is on the central government, the responsibility of the school is also on the local government. This message is quite clearly and firmly stated in Law no. 20 of 2003. "The government and local governments have the right to direct, guide, assist and supervise the implementation of education in accordance with the prevailing laws and regulations (article 10).' The Central Government and Regional Governments are obliged to provide services and facilities, as well as ensure the implementation of quality education for every citizen without discrimination (Article 11 paragraph 11).

The rapidly changing world has implications for changing needs as well. Education as a provider of human resources must adapt to these changes. In 2003, the Government through the Ministry of Education issued Law number 20 of 2003 concerning the National Education system. Article 50 states "The government determines national policies and national education standards to ensure the quality of national education". Furthermore, the law is described in the PP SNP.

Furthermore, it is related to the management of education management standards, the Ministry of Education (content standards, process standards, management standards, infrastructure standards, standards for educators and education personnel, certain criteria that must be achieved by education units. Efforts to achieve standards by these schools cannot be separated from the context a strategic plan that is integrated into the three pillars of national education, especially improving the quality, relevance and competitiveness of the nation.

Education unit governance in achieving national education goals, theoretically can be seen from the perspective of effective schools. The concept is an effort to achieve national education goals effectively or manage educational units effectively (effective schools), and the word effective itself implies the degree of achievement of the goals set, so efforts to formulate constructs and indicators of school effectiveness cannot be separated from the concept of competence. (competencies) to be developed through education in schools.

In the era of desertalization of education, and efforts to improve the quality of schools, Strategic management is the spearhead in the success of education, therefore Strategic concepts always pay serious attention to the formulation of organizational goals and objectives, factors that become strengths and weaknesses, as well as opportunities and challenges. that are always faced by organizations, an analysis of these factors is very useful in formulating alternatives that will make it easier for Madrasah Principals to choose alternatives that will make it easier for school principals to choose the best alternative in responding to the challenges of the world of education whose success is largely determined by the Principal. Madrasa.

Strategic management for an organization is a large-scale plan that is oriented towards the long term far into the future and is determined in such a way as to enable the organization to interact effectively with its environment in competitive conditions, all of which are directed at optimizing the achievement of the goals and objectives concerned. (Akdon, 2011:12)

The stages of strategic management, namely strategic planning (formulation), Strategy Implementation and Evaluation, and strategic management in an organization will provide the following benefits: Provides long-term direction to be aimed at, helps organizations adapt to changes that occur, makes an organization become more effective, identify the

comparative advantage of an organization in an increasingly risky environment, strategy-making activities will enhance the organization's ability to prevent future problems, employee involvement in strategy-making will motivate them to implement, overlapping activities will be reduced, reluctance to change from old employees can be reduced. (Akdon, 2011: 38).

In her journal, Setiawati stated that strategic management is an art (skill), technique and science to formulate, implement, evaluate and monitor various organizational functional decisions (business and non-business) which are always influenced by the internal and external environment, which is constantly changing so that it can provide the ability to the organization to achieve the expected goals (2020:59).

According to Murniati in her journal published in 2014 stating that competition in the world of education is so fast that it requires schools to think creatively, innovatively and responsively in maintaining and developing their schools. One of the efforts that can be done is to implement a strategy in managing schools to improve the quality of education. Murniati (2008:74) argues that strategic management is an activity that must be carried out by top management along with its personnel continuously and is a cycle that is able to produce decisions to meet the relevance of organizational integrity to environmental needs. In today's context, through strategic management, top leaders in an organization, especially educational organizations,

And from the results of observations in several public and private Madrasah Aliyah in Tangerang Regency in an effort to improve the quality of Madrasah, it shows that the role of the Head of Madrasah is still not optimal in strategic management, as well as evaluating and controlling the implementation of the Strategy. This is due to several things, including:

1. Lack of commitment from the Head of Madrasah to build and maintain the discipline of Strategic planning, organizing, implementing, and evaluating.
2. Lack of opportunity for Madrasah Heads to take part in various Strategic management trainings in an effort to improve the quality of madrasah. The role of education management is important because the role of education will strengthen the existence of human resources in global competition. In the context of such a vital configuration, unfortunately the world of education in Indonesia has actually experienced a decline in the spirit of educational struggle which has implications for the low quality of education, especially in understanding the historicity of Islamic educational institutions (madrasahs).

Given that education is a deliberate process, of course, education is a goal or has a goal to be achieved. To achieve these educational goals, of course there must be content or materials that must be delivered, educators, students and there is a process of educational interaction that is taken to achieve goals, or evaluation activities to find out the extent to which the results have been achieved through the processes and educational materials provided. this will be realized if the head of the madrasa is truly committed to improving quality through strategic management.

Therefore, to improve the quality of education, especially in the formal education (School) pathway, of course, high integrity and leadership quality of Madrasah Principals are needed, quality school management and a conducive school environment or school organizational climate, both internal and external. Madrasah principals must be committed to translating the vision of education, developing school culture, and internalizing the spirit of improving the quality of education on an ongoing basis. (Amir Yayat Hidayat, 2010:4)

Several studies have shown that the key to the success of reform in an effort to improve the quality of education in schools lies in the leadership factor of the Madrasah Principal. (Musyafa Fathoni, 2008:4). Delivering in the context of school quality assurance, leaders must understand the quality assurance system which includes an understanding of quality,

quality schools and the importance of a quality assurance system. (Karwanto, 2009:4) argues that the existence of schools in superior schools is determined by a number of learning advantages that the school has and the involvement of the Madrasah/School Principal in improving and maintaining progress by innovating and changing so that the school remains stable and the skills of the Madrasah Principal in planning, implementation, evaluation of improvement in excellence.

Excellent school management is supported by democratic school leadership, high responsibility and applying a family approach in carrying out the school's organizational culture. This model provides an opportunity for every school manager to take strategic and integrated steps in an effort to achieve academic and non-academic achievements. School managers and all components involved in realizing superior primary schools in an integrated manner to realize the vision and mission of the school that have been formulated can be implemented in accordance with the objectives. (Wiwin Winarni, 2009:4).

According to the United States Consortium for Policy in Education, leaders must have a "Sense" of change. City / district and provincial governments must provide comprehensive and infrastructure support, in the form of a professional development process, school improvement planning, teacher evaluation and Madrasah Principals and budgets. Furthermore, there must be support from the community in the area. (Murbojono, 2007:6).

Madrasah principals in making changes must be able to mobilize all school staff to support these reforms. The improvement of the school emphasizes the improvement of human beings, including the head of the Madrasah. (Fulla, 1997). Madrasah principals must have skills, master the theory of change and sufficient experience to make changes. (Murbejono, 2007:6). Soeryana Atang (2010:iv) The managerial ability of Madrasah Principals has a positive and significant effect on the performance of Madrasah Principals and on effective schools. Goldring and Rallis (in Murbojono, 2007: 6) report the results of studies on good schools, such as "Lee" that Madrasah Principals have the ability to build a climate in such a way that teachers are able to motivate themselves to make changes. The principal does not emphasize his subordinates, but provides motivation, coordinate and provide legitimacy, time manipulation, resources to work together according to their respective positions. While the opinion expressed by Glover and Brighthouse (1994).

That school improvement towards improving the quality of education can take place continuously if the Madrasah Principal is able to build self-development efforts at the heart of each school person. Because schools that are successful in carrying out reforms have access to develop school relationships (Madrasah Principals, teachers and staff), with the community, schools have a culture of responsiveness to community needs.

From the various expert opinions of these education experts, it can be said that the problem of the quality of Indonesian education, especially regarding the quality of formal education (School / MA) cannot be separated from the leadership quality of the Head of Madrasah/school. Because according to Syamsir Alam (2006: 6), where most of the managers and education practitioners lack the patience, willingness to work harder and the strength of the vision of future education. Moreover, the commitment to sincerity and responsibility for educational work is of such low quality.

In the era of regional autonomy, especially in the implementation of decentralized education management, the idea of school-based management is a form of innovation that emphasizes the development of school autonomy, so that a strong or high quality leadership of Madrasah Principals is needed in carrying out education management in schools at the level and implementation that leads to quality. Due to the environmental characteristics of the world of education in the country and internationally today is characterized by rapid development in all fields.

Competition is not only about the quantity of how high or low the graduation rate of students (students) is, but more emphasis is placed on the quality of graduation of students (students) at the school. Competition in the world of education is becoming increasingly fierce, thus demanding the quality of leadership and strategic management expertise of the Head of Madrasah in anticipating changes that occur in the world of science and technology, as well as phenomena that develop in the community towards the world of education, especially in improving quality.

Leadership is an important force in the context of management, so the ability to lead effectively is the key to organizational success. (wahjosumidjo, 2005:4). In line with this, Bambang Suratman (2009:4), the leadership of the Madrasah Principal is one of the factors that determine the level of student achievement so that the Madrasah Principal is required to have adequate leadership skills in order to take the initiative to improve the quality of the school.

The head of the madrasa as a leader must be able to: (a) generate a strong will with enthusiasm and confidence in subordinates in carrying out their respective duties, and (b) provide guidance and directing the subordinates, as well as provide encouragement, spur and stand in front for the sake of progress and provide inspiration in achieving goals. (Wahjosumidjo, 2005:5).

Therefore, Lipham (1985:1) said that "school success" is a school that has effective leaders. And, school leaders are those who are described as people who have high expectations of staff and students, school leaders, are those who know a lot about their duties, and who determine the atmosphere for their school, and the results of Imam's research (2011:iv) it was found that the leadership of the Madrasah Principal contributed significantly to the quality of learning.

Thus, it can be emphasized that the success of schools in achieving educational goals cannot be separated from the leadership role of the Madrasah Principal. As stated by Burhanuddin (1994:11).

That the role of leadership is very important in achieving the process of organizational goals. The success or failure of an organization is largely determined by the leadership quality of a leader, for this reason the Head of Madrasah must always improve competence and self-development through various kinds of training and education.

Head of Madrasah "is a leadership position that cannot be filled by people without being based on considerations. Anyone who will be appointed as Head of Madrasah must be determined through certain procedures and requirements, such as: educational background, experience, age, rank and integrity. Therefore, the role as a leader reflects the responsibility of the Madrasah Principal to mobilize all available resources in the school/school, so that a high work ethic and productivity is born in achieving goals.

The success of the Madrasah Principal in improving his managerial skills is determined by his expertise in implementing strategies and being able to empower and develop his potential, knowledge, and abilities in an optimal, professional and sustainable manner which is manifested in the form of performance. (Karwanto, 2008). (Saripudin, 2009:4).

Practical education management today is no longer adequate to deal with developments in various lives that tend to cause new problems and challenges, the variety and intensity of which tends to increase, especially to reach far into the future in accordance with the demands for the real role of education, the need for the application of the concept of Strategic Management and Strategic Planning in the management of education is very necessary. The application of the concept is expected to reduce the stagnation for the acceleration of educational development. (HE Mulyasa, 2011:161)`

The importance of strategic management commitment by the Madrasah Principal is a must in improving performance as stated by Mulyasa (2011:17)` The leadership performance

of the Madrasah Principal is an effort made and the results achieved by the Head of Madrasah in implementing school Strategic management to realize an increase in the effectiveness of productive and accountable education quality. Therefore, the Head of Madrasah has a very important position in moving the strategic management of the school so that it can run in accordance with the demands of society and the development of the needs of the times, especially the progress of science, technology, culture and art.

Based on the description above, it is emphasized that in improving the quality of education how important the implementation of Strategic management for Madrasah Heads is in improving performance, especially at Madrasah Aliyah in Tangerang Regency. Strategic management of schools as an important factor for organizational performance is interesting to study in depth in the world of education because based on the reality on the ground, it shows that there is still a low level of strategic management of Madrasah Principals oriented to quality improvement as implied in TQM education and there are still few studies related to Strategic management in improve performance, especially in senior secondary education units / Madrasah Aliyah. This is supported by the results of research by Subandi (2010: iv) that some principals and teachers have not been able to innovate in planning, implementing and improving school-based curricula, even though the leadership of the Madrasah Principal plays an important role in improving the quality of schools and the leadership of the Madrasah Principal has an effect on school culture and school performance. (Taufiqurrahman, 2011:4).

The existence of Madrasah Aliyah in Tangerang actually has the opportunity to continue to exist and develop, because the people of Tangerang Regency, which incidentally are predominantly Muslim, have very high tolerance, but the provincial government also pays attention to the existence of this school, we can see from various activities and certain effects, schools are still involved, for example KKM activities, competing both academically and non-academically, including providing scholarships. With the outbreak of fights between students, the spread of promiscuity between teenagers, the decline in understanding and practice of religion in shaping the character of students. So schools must take the above opportunities by continuing to strive to improve the quality of their education by optimizing existing human resources through school strategic management.

This is what prompted the author to conduct a dissertation research by raising the subject matter of "Strategic Management of Madrasah Aliyah in improving Performance" with the focus of the research covering strategic planning, strategic organization, strategic implementation, strategic evaluation, problems faced and efforts to overcome problems", with The root of the problem is as follows: The strategic management of Madrasah Aliyah is still not optimal in improving the performance of Madrasah Aliyah which has an impact on the less than optimal quality of Madrasah Aliyah graduates, who choose the research background in two schools, namely Madrasah Aliyah Negeri 3 Tangerang and Madrasah Aliyah Daarul Muttaqien Cadas Sepatan Tangerang.

RESEARCH METHODS

Research Approach

The research approach used is qualitative, which is to reveal an intensive and in-depth picture of strategic management of the Principal in improving the performance of Aliyah teachers in Tangerang Regency, whose ultimate goal is to improve the quality of student graduation.

Method of collecting data

The data collection method used is the case study method through direct observation where the researcher sees firsthand the symptoms or events that occur and analyzes the events found in the field that are adapted to the research problem.

Data collection technique

Data collection techniques used are observation techniques (observations), interview techniques, documentation studies, literature studies and participation. Regarding data analysis techniques using non-statistical analysis techniques.

RESEARCH RESULTS AND DISCUSSION

Research result

Strategic planning through the leadership of the principal to improve the performance of Madrasah Aliyah teachers. Included in the principal's program are: (a) increasing effectiveness in the teaching and learning process (KBM) through: (i) Providing opportunities for teachers to improve competence through learning assignments, workshops, training, seminars, and other trainings carried out both at the local and national level, (ii) Giving appreciation from the school in the form of rewards or awards for outstanding teachers. (b) conducting class supervision by directly monitoring the learning process in each class in turn. This is done to find out directly whether the teaching and learning activities (KBM) have been going well or not. The source of student knowledge lies in the learning process, the better the learning process, the better the knowledge gained by students so that through good learning the quality of student graduates at Madrasah Aliyah, Tangerang Regency. To improve the competence of teachers in supporting their performance, development is needed, namely through learning assignments, workshops, training, seminars, and other trainings carried out both at local and national levels. It is not enough that supervision also has an important role in one of which is the creation of quality education in Madrasah Aliyah. Through this supervision, the performance of each teacher can be seen. Giving rewards or awards to teachers who excel is a form of appreciating teacher performance.

The strategic implementation at Madrasah Aliyah Tangerang is carried out consistently and controlled through the implementation of a quality management system. The vision, mission, goals, objectives, strategies and policies are socialized. Steps in implementing the principal's strategy in improving the performance of Madrasah Aliyah teachers at the two Madrasah Aliyah in Tangerang include:

1. Teacher Performance Coaching

For the first strategy in the principal's effort to improve teacher performance, namely coaching teacher performance, in coaching teacher performance, school principals have carried out their functions by involving teachers in seminars and teacher professional training in the hope that teachers gain additional knowledge so that their performance is better.

2. Teacher Performance Monitoring

For supervision of teacher performance, principals have done this by directly supervising the learning process in the classroom, by conducting class visits, the principal believes that he can more clearly see the teacher's performance in the learning process, so that the principal knows what is lacking or needed to assist in improving teacher performance.

3. Discipline Development for Education Personnel

For discipline development, the principal has done well, this can be seen from the efforts made by the principal, namely every morning the principal leaves early so that he can see firsthand the level of discipline of teachers and students, the principal can also shake hands with teachers and students. it is also very good for maintaining the relationship

between the principal and teachers, and can be used as a good culture for the school. For teachers whose level of discipline is low, the principal will give a warning.

4. Giving Motivation

To provide motivation, the principal has given it to the teachers at Madrasah Aliyah in Tangerang, this motivational activity is carried out by the principal when there are no study hours (breaks) in the teacher's room. It is hoped that with this motivation the teacher's performance will be better.

5. Awards

For the last strategy, namely awarding, the principal has not been able to implement it, on the grounds that the school's finances cannot give the award to teachers who have good performance.

Strategic supporting and inhibiting factors through the leadership of the principal to improve the performance of Madrasah Aliyah teachers. The implementation of strategic management through the leadership of the principal to improve the performance of Madrasah Aliyah teachers in Tangerang is supported by (1) competent general subject teachers; (2) Involving all human resources (kaur-kaur coordinators for teachers and staff employees) in the school assisted by a special team in which each section carries out its duties in order to provide satisfaction to customers; and (3) having compact, intelligent and dynamic resources. However, on the other hand, there are also obstacles for principals in strategies for improving teacher performance, including the lack of involvement in efforts aimed at transforming strategic goals into action in the form of implementing school programs,

The evaluation is carried out with continuous communication between the principal and the teacher working together to share information about work progress, obstacles and problems that may arise, solutions that can be used to overcome various problems, and how the principal can help teachers. Its importance lies in its ability to identify and overcome difficulties or problems before they become big. Teacher performance evaluation is designed to serve two purposes, namely: (1) to measure teacher competence and (2) to support professional development. Therefore, the teacher performance evaluation system in Madrasah Aliyah, Tangerang Regency, serves as feedback to meet various needs in the classroom (classroom needs), and can also provide opportunities for the development of schools and teachers themselves. Evaluation of teacher performance and strategies for developing their performance through school capacity building. No matter how sophisticated the tools used to assess the performance of teachers or other school personnel, all of them become useless for improving school performance, if they are not followed up with continuous capacity building programs.

Broadly speaking, the principal's strategy in improving teacher performance in Madrasah Aliyah, Tangerang Regency shows that the efforts made to improve teacher performance in Madrasah Aliyah, Tangerang Regency are carried out in stages starting from planning, implementing, and evaluating performance as an effort to improve teacher performance. and the quality of education at Madrasah Aliyah in Tangerang. Based on the research exposure, there are still obstacles and not running optimally, but the Principal's Strategy in Efforts to Improve Teacher Performance at Madrasah Aliyah in Tangerang has shown good progress as seen from the academic results of the students. In the procedure for improving teacher performance, it is carried out in accordance with the work rules as stated in the rules of education management;

Research Discussion

Aliyah's teacher performance improvement plan has been implemented oriented to guidelines, but not all aspects that should be in the planning function have been carried out,

an important problem that has not been carried out is the identification of performance improvement problems that have not touched the problems faced by teachers in improving their performance. The organization of academic supervision has been carried out oriented to the management function, although not all aspects that should exist in the organizing function have been carried out properly, namely the division of labor has not been based on competencies possessed.

The implementation of improving the performance of Aliyah teachers has been carried out oriented to the guidelines for improving the performance of Aliyah teachers, but there are important aspects in which the implementation is still an annual routine activity for supervisors and madrasa heads tend to be administrative. The obstacles faced by supervisors and principals of madrasas in implementing academic supervision management to improve the quality of mathematics learning in madrasas are the 3M factor, namely the Man factor (supervisor and teacher), Material (infrastructure) and Money (budget / financing), the Man factor is still the main factor. the main constraining factor in the implementation of teacher performance improvement.

The improvement in the performance of Aliyah teachers by the head of the madrasa has been oriented to the management supervisory function, however, not all aspects of supervision have been carried out, there is no supervision of supervisors from senior teacher elements and there is still not optimal supervision in following up on the results of supervision. The solution to overcome obstacles to the implementation of improving the performance of Aliyah's teachers, the head of Madrasah Aliyah seeks to selectively select the supervision team and motivate the supervisor team, teachers and collaborate with supervisors as supervisor partners. With regard to overcoming the constraints of limited facilities and budget factors,

CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

Conclusion

Based on the research findings, it was concluded that the principal's management strategy in improving the performance of Aliyah teachers in MA Tangerang Regency, through the planning, implementation and evaluation stages was not optimal because there were still weaknesses in competence and professionalism as well as support for the fostered madrasah, because it was only a formality of conducting class visits. have not touched on the problems faced by teachers in improving the performance of Aliyah teachers.

Implication

1. The plan to improve the performance of Aliyah's teachers to improve the quality of their performance in MA if it has not been supported by the scientific knowledge of supervisors and madrasah principals and the sincerity of teachers in their performance management to improve the quality of Aliyah's teacher performance in MA will have implications for the effectiveness of achieving the objectives of the Aliyah teacher performance improvement program.
2. If the coaching, mentoring, and monitoring, as well as the synergy of supervisors and fostered madrasas are still lacking, it will have implications for the effectiveness of achieving the goals of efforts to improve the performance of Aliyah teachers in carrying out learning according to learning standards and implementing the developed curriculum. , and will have implications for the non-optimal quality of Madrasah Aliyah graduates. With the still weak performance of teachers and madrasah principals, the support of teacher resources, and madrasah resources will have implications for achieving teacher performance and improving the quality of madrasah Aliyah graduates.

3. If the evaluation results are not followed up with program improvements, it will have implications for the weaker performance of teachers, the quality of learning, and the motivation of students in participating in learning. Evaluation is important to carry out performance strategies, performance targets that will be carried out in the future. Another form of how this evaluation is carried out is by making a follow-up plan that becomes a guideline for the Supreme Court to make continuous improvements. If it does not provide a problem-solving solution, it will have implications for the goal of improving the performance of Aliyah teachers in Tangerang Regency.

Recommendations

In terms of the principal's strategic management in improving the performance of Aliyah teachers in Tangerang Regency, this study recommends:

1. Office of the Ministry of Religion of Tangerang Regency.
 - a. Requires the support of competent and professional principals to carry out their duties as principals properly and correctly, as well as the support of madrasah resources in teaching and learning activities. For this reason, the recruitment of school principals should be carried out according to procedures starting from the selection, appointment and assignment processes that must meet professional requirements and competency needs. The Ministry of Religion and Madrasah strives to meet the minimum standards of education management so that the quality of madrasahs can improve, both in terms of infrastructure, human resources, and other resources.
 - b. For madrasa principals, the management theory of Joshep M. Juran which includes planning, improving implementation, conducting evaluations is very good to be used as a reference in implementing academic supervision programs for teachers in madrasah. In the short term, for example, conducting cross-collaboration of supervisors from both districts/provinces, as well as developing long-term plans by carrying out a number of normative foundations that become the main reference in the performance improvement process, as an effort to improve the quality of graduates through improving the performance of Aliyah teachers, so that students' passing grades the quality increases.
2. Aliyah teachers whose performance is improved must be a motivation and a necessity in an effort to improve the quality of the learning process so that teachers can bring students to learn to be more active, creative, innovative, effective, efficient and fun.
3. For other researchers, the results of this study can be used as a reference or reference in expanding studies on the strategic management of school principals in improving the performance of Aliyah teachers in Tangerang Regency in the future.

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