

Management Strategy to Improve Teacher Professionalism Competence in Private Madrasah Aliyah

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Abstract.

This research is since many teachers experience obstacles in pedagogical and professional aspects, such as lack of mastery of material, innovative learning methods, and continuous self-development. These data indicate that in general, the professional competence of teachers in private Islamic senior high schools is still in the low to adequate category, because only a small proportion of teachers meet the expected competency standards. The purpose of this study was to determine the strategic management of improving teacher professional competence in private Islamic senior high schools. The research approach used in this study was a qualitative approach. The results showed that strategic management carried out systematically and planned can improve the pedagogical competence, personality, and professionalism of teachers. In addition, the commitment of madrasah management in developing the quality of teaching staff also contributes to improving the quality of learning and the overall success of the madrasah. Appropriate and effective management strategies are the main key in encouraging teachers to continue to develop and innovate according to the needs of the times. Thus, the implementation of good strategic management not only improves the professional competence of teachers, but also has a positive impact on the quality of education at Madrasah Aliyah Aliyah Al Muhajirin and Minhajul Haq Purwakarta, so that they are able to compete and meet national and international education standards.

Keywords: *Strategic Management, Teacher Professionalism Competence, Madrasah Aliyah Swasta.*

I. INTRODUCTION

Improving the quality of education is inextricably linked to the process of improving human resources. Recognizing the importance of human resource development, the government and schools continue to strive to fulfill this mandate through various efforts to improve educational quality, including developing and improving curricula and evaluation systems, improving educational facilities, developing, and providing teaching materials, and developing training for teachers and other educational staff. Based on this, a strategy is needed to improve the delivery of education in schools.

Strategic management is a combination of two words, "management" and "strategic," each with its own meaning. When combined into a terminology, it evolves to have its own distinct meaning. According to Wolt, as quoted by (Akdon, 2009), "Management is the process of planning, organizing, leading, and controlling that encompasses human, material, financial and information resources in an organizational environment".

According to Drucker in (Kartika, 2025), strategy is doing the right thing. Furthermore, Clausewitz, quoted by (Erfiyana, 2025), explains that "strategy" is the art of using battles to win wars. Meanwhile, Skinner is quoted (Kartika, 2024) as explaining that "strategy is a philosophy related to the means to achieve goals." According to (Akdon, 2009), the word "strategic" in organizational management can be interpreted as the main tips, methods, and tactics that are systematically designed in carrying out management functions, which are

directed at the organization's strategic goals. This systematic design, in the organizational environment, is called "strategic planning."

According to (Fred, 2006), strategic management can be defined as cross-functional decisions that enable an organization to achieve its goals. According to (Wheelen, 2003), strategic management is a series of managerial decisions and actions that determine a company's long-term performance. Meanwhile, according to (Arifudin, 2021), strategic management reflects the implementation of planning, organization, mobilization, communication, direction, control, and monitoring functions.

In overcoming these problems, strategic management can be used as one of the best options, because strategic management is directed to evaluate the internal and external situation in the school environment. According to (Mayasari, 2024) that strategic management is the right approach choice and is needed in the learning process to face the demands of innovation and improvement of the educational situation gradually. This planning has also been written in the Quran, Surah Al Hasyrl verse 18 which means: O you who believe, fear Allah, and let every person pay attention to what he has done in the future (the hereafter), and fear Allah. Indeed, Allah is aware of what you do.

This verse implies that every institution, particularly in the educational sector, must develop a plan for its future, benefiting all. The Prophet Muhammad (peace be upon him) also taught us this by providing various examples of strategic management, including how to conduct business and seek knowledge, and teaching us how to manage those strategies. In the Prophet's time, the strategy employed was a war strategy.

According to (Awaludin, 2024), strategic management is a complex process and occurs constantly in schools. Future reviews and even changes are still necessary to develop plans to address unforeseen issues. One of the main reasons for this is that the environment surrounding an educational institution, both internally and externally, is constantly evolving. In other words, according to (Rosmayati, 2025), strategic management is intended to make the school a high-performance unit, because a good organization is one with increasing levels of productivity and competitiveness. Only then will its priorities and targets be achieved with satisfactory consequences.

According to (Maulana, 2025), one strategy for improving the quality of education is the application of strategic management. The fundamental rationale behind the concept of strategic management is that it enables schools to provide a better and more adequate education for students. This concept emphasizes schools' efforts to identify what they want to achieve and how they should achieve valuable outcomes within the educational context. This allows schools to understand their competitive strengths and develop sustainable competitive advantages systematically and consistently.

The implementation of strategic management is expected to enable teachers to make decisions and take actions that will improve students, even in line with the priority of strategic management, namely being able to make decisions and actions that are progressive and anticipated. This is because the implementation of strategic leadership is very critical in improving the integrity of educators in the school environment and as a means of improving the quality of education. To realize a quality education, of course, good management is required. Good management certainly refers to the management functions themselves, which encompass all activities carried out by educational institutions, especially educational units at various levels and their functions to achieve goals.

According to Sedarmayanti as quoted by (Sudrajat, 2024), there are three aspects of strategic management: strategy formulation, strategy implementation, and strategy evaluation. Strategy formulation is the process of designing and selecting various strategies that ultimately lead to the achievement of the organization's mission and goals. Organizations

are concerned with how to adapt better and react faster than competitors in the current competitive landscape.

According to (Abduloh, 2020), strategy formulation consists of the formulation of the vision and mission, PLI, PLE, KAFI, and KAFE, analysis of strategic options and success factors, and strategic planning. Furthermore, the strategy implementation aspect consists of program and activity planning activities, budgeting, and implementation, monitoring, and supervision systems. Then the final aspect is strategy evaluation, which consists of performance measurement and evaluation activities, reporting and accountability.

Strategy implementation is the process by which management implements its strategies and policies through strategic management. It involves managing various organizational resources and directing and controlling the use of company resources (financial, human, equipment, etc.) through the chosen strategy. Strategy implementation is necessary to detail more clearly and precisely how the strategic choices made are realized.

Veithzal Rivai, quoted (Kartika, 2023), explains that strategic evaluation is a stage in the management process where the highest institution strives to ensure that the strategies they choose are implemented appropriately and achieve the institution's goals. There are three basic activities in evaluating a strategy: reviewing the external and internal factors that underlie the current strategy, measuring performance, and taking corrective action.

According to (Arifudin, 2025), teachers are one of the main factors in educational success. Therefore, it's no surprise that every educational innovation, particularly in curriculum changes and human resource development, always relies heavily on teachers. In providing learning to students, teachers are required to have multiple roles, duties, competencies, and responsibilities to create an active, creative, and enjoyable learning environment.

Talking about teachers is a very interesting topic, as they are the primary source of educational success. If a teacher is successful in teaching, students are more likely to succeed as well. Teachers are key actors, along with parents.

According to the 2014-2015 Teachers and Lecturers Law, it is regulated in Chapter IV, part one, namely: 1) Have a minimum educational qualification of a bachelor's degree (S1), 2) Have pedagogical, personality, professional and social competencies, 3) Physically and mentally healthy, 4) Have an attitude of love, sincerity, and sincerity in teaching, and 5) Have educational certification (Romdoniyah, 2024).

Based on the Republic of Indonesia Law Number 14 of 2005 concerning Teachers and Lecturers and the Regulation of the Minister of National Education of the Republic of Indonesia Number 16 of 2007 concerning Academic Qualification Standards and Teacher competencies which include 4 competencies (Marantika, 2020), namely:

1. Pedagogical Competence

Pedagogical competence is the ability to manage learning for students and to provide guidance to students through planning and implementing learning. is an evaluation of learning outcomes.

2. Personal competence

Personality competency where a teacher must have a good personality and noble morals to be a role model for students.

3. Social competence

Teacher social competence is the teacher's ability to communicate with students and the surrounding community effectively.

4. Professional competence

Professional teacher competence is the ability to carry out the main tasks of teachers in the field of learning optimally, especially in terms of mastering and developing subject matter

in depth and enabling students to meet the competency standards set out in national education standards in general, professional competencies can be identified from their scope, namely: a) Teachers understand and can apply the foundations of education, b) Teachers understand and can apply learning theories according to the stages of student development, c) Teachers are able to handle and develop the fields of study they teach, d) Teachers understand and are able to apply various methods, e) Teachers are able to develop and use various tools and media as well as appropriate learning resources, f) Teachers are able to organize and implement learning programs, g) Teachers are able to evaluate learning outcomes, and h) Teachers are able to develop personality in students

Chapter I General Provisions. Teachers are professional educators with the primary task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal education, primary education, and secondary education.

Chapter II Competence and Certification. Teachers are required to have academic qualifications, competencies, a teacher's certificate, be physically and mentally healthy, and possess the ability to achieve national education goals. Teacher competencies include pedagogical competency, personality competency, social competency, and professional competency, acquired through professional education.

Meanwhile, according to (Arifudin, 2026), a professional teacher is one who possesses the skills and capability to carry out their duties. A teacher can be considered professional based on two characteristics: the ability to think abstractly, that is, formulate concepts, grasp, identify, and solve problems inherent in their duties. According to (Kartika, 2022) further explained that a professional teacher must possess a strong commitment to carrying out their duties.

Based on the Word of Allah SWT in Surah Al-Imran verse 159 which means: So, it is by the mercy of Allah that you are gentle with them. If you were harsh and hard-hearted, they would certainly distance themselves from around you. Therefore, forgive them, ask forgiveness for them, and consult with them in the matter. Then when you have made up your mind, then put your trust in Allah. Indeed, Allah loves those who put their trust in Him. (Q.S Al-Imran [159]: 3).

Based on the meaning of this verse, a teacher must possess good character in carrying out their duties and functions. Given that teachers serve as role models for their students, they must possess good character in carrying out their duties and functions at school.

To realize professional teachers requires a strong commitment from the central government, especially the Ministry of National Education, to revitalize teacher performance, including by tightening the requirements for anyone who wants to pursue a professional career in the teaching field. With the minimum requirements of academic qualifications as stipulated in Law Number 14 of 2005, it is expected that teachers truly have the competence as learning agents, teacher and student meetings in the learning process must produce meaningful and valuable meetings, use educational knowledge in the learning process, have a broad and deep mastery of learning material competencies that enable students to meet the established competency standards (Febrianty, 2020).

Educators are dedicated teachers appointed to support the delivery of education. As educators, they must possess qualifications, competencies, and certifications relevant to their field of work to enhance teacher quality (Mayasari, 2023).

The current challenges facing the nation in producing professional teachers appear to be far from meeting the desired targets. Many teachers do not yet have a bachelor's degree (S1). However, over time, the qualifications for teachers seeking higher education through a bachelor's degree (S1) have improved.

In contrast, the reality of teachers who hold professional titles is that the results cannot be said to be satisfactory, as stated by Minister of Finance Sri Mulyani when attending the National Education Public Dialogue with the Indonesian Teachers Association, who emphasized that: "Now teacher certification does not reflect anything. Certification is only a procedure for obtaining benefits. Teachers, after being certified, do not become more professional and responsible. Certification has become merely a procedure for obtaining benefits. In fact, the certification process is to prove professionalism. The results of the latest Teacher Competency Test (UKG) show that no more than 30 percent of teachers pass with a minimum score of 80. This means that around 70 percent of teachers receive UKG results below 80 or are categorized as incompetent.

If we examine the common thread of the problems mentioned above carefully, it lies in the importance of returning teachers to their position as fully professional educators, as mandated in the Teachers and Lecturers Law. On the one hand, teachers must meet the minimum competencies as professional teachers and on the other hand, teachers who have received teacher certification are required to be professionally responsible for their profession. "Considering the current conditions of society that often demand professional performance in various professions, including the teaching profession, because something that is professional is very synonymous with the best quality of service, it certainly has an impact on optimal results." (Sennen, 2017).

Current phenomena indicate that the professional quality of teachers in Indonesia remains low. Internal factors, such as "teacher salaries that are unable to meet physiological and professional needs," are still considered a determining factor. Consequently, efforts to increase knowledge and insight are hampered by teachers' financial inability to develop human resources through educational advancement.

Not only that, but teachers also still encounter many challenges in carrying out their duties. These problems relate to "teachers and teaching, typically concerning inadequate teacher quality, inadequate teacher welfare, low teacher work ethic and commitment, and a lack of public appreciation for the teaching profession." (Wibowo, 2015).

Teachers underutilize opportunities for human resource development, whether through training, participation in educational seminars, advanced degrees, or active participation in various scientific activities, particularly those focused on deepening the subject matter they teach. Consequently, the information teachers impart to students is limited to their own knowledge and experience. Another obstacle affecting teacher professionalism is the limited educational facilities and infrastructure, such as computers, laboratories, and libraries. If left unchecked, this will undoubtedly impact the effectiveness of the teaching and learning process.

MA Al Muhajirin and MA Minhajul Haq Purwakarta are private schools located in Purwakarta Regency. They have human resources including principals, educators, and students. In this case, school development prioritizes improving the quality of education, namely: improving teacher professionalism through academic education in accordance with the vision and mission of the madrasah and improving the quality of program implementation in the madrasah. Therefore, in carrying out their professional duties, teachers are faced with various choices, such as: the most appropriate way of acting, the most appropriate learning materials, the most effective presentation methods, the most appropriate tools, the most efficient steps, the most appropriate learning resources. most complete, what is the most appropriate evaluation system and so on. As autonomous task implementers, teachers are given the freedom to manage learning. Teachers must be able to determine their choices by considering all relevant aspects or supporting the achievement of goals. In this case, teachers play a role as decision makers.

In response to this, particularly at MA Al Muhajirin and MA Minhajul Haq Purwakarta, which are madrasas attempting to position themselves and compete with other madrasas, strategic management is being implemented, a key element of education that contributes to teacher professionalism. However, various issues have emerged in the development and implementation of this management, significantly impacting the optimization of the desired educational goals.

Based on the pre-research conducted by the author, the author found several problems, including:

1. There are still teachers who do not have the requirements to become teachers, such as academic qualification letters and competency qualifications, as well as having a teacher certificate as regulated by Article 8 of Law Number 14 of 2005.
2. Teaching and learning exercises are still passive and not yet active in student learning.
3. Class leadership is not yet ideal and efficient,
4. Limited infrastructure that does not support student learning programs, such as a WiFi network for access to carry out the UNBK.
5. We don't have a computer lab as a test facility yet.
6. Incomplete facilities such as libraries which are reading media for students and learning resources for students.
7. Lack of professional educators.

The results of the pre-research conducted by the researcher obtained the following data:

1. Percentage of Teachers with Very Good Competence: 25%.
2. Percentage of Teachers with Sufficient Competence: 35%.
3. Percentage of Teachers with Less Competence: 40%.

Furthermore, observations and interviews indicate that many teachers still experience challenges in pedagogical and professional aspects, such as a lack of mastery of material, innovative learning methods, and ongoing self-development. These data indicate that, in general, the professional competence of teachers in private Islamic senior high schools remains in the low to adequate category, as only a small proportion of teachers meet the expected competency standards. This data also aligns with previous studies that stated that teacher training and professional development factors in private Islamic senior high schools still need significant improvement.

Based on the problem data above, teachers at Private Islamic Senior High Schools in Purwakarta Regency, in terms of teacher professionalism, have not been fulfilled because there are still some teachers who teach not in line with their last education. Therefore, the researcher is interested in researching "Strategic Management in Improving Teacher Professional Competence in Private Islamic Senior High Schools (Research at MA Al Muhajirin and MA Minhajul Haq Purwakarta)".

II. RESEARCH METHODS

According to Rahardjo, as quoted by (Arifudin, 2020), a research method is a way to obtain and seek tentative truth, not absolute truth. The result is scientific truth. Scientific truth is open to continuous testing, criticism, and even revision. Therefore, there is no best method for seeking truth, but rather the appropriate method for a specific purpose based on the existing phenomenon. Budiharto, as quoted by (Alammy, 2025), states that the choice of research method must be tailored to the research being conducted to achieve optimal results.

The research implementation is related to the management of strategies for improving teacher professional competency at the Al Muhajirin Private Islamic Senior High School and the Minhajul Haq Purwakarta Islamic Senior High School. The type of research used in this study is a descriptive study method. According to Nana Syaodih Sukmadinata in (Ningsih,

2025), qualitative descriptive research is aimed at describing and depicting existing phenomena, both natural and human-made, which pays more attention to the characteristics, quality, and interrelationships between activities. In addition, descriptive research does not provide treatment, manipulation, or changes to the variables studied, but rather describes a condition as it is. The only treatment given is the research itself, which is carried out through observation, interviews, and documentation.

The approach used in this research is a qualitative approach. According to Iskandar in (Aslan, 2025), a qualitative approach is where qualitative research as a scientific method is often used and implemented by groups of researchers in the social sciences, including educational science. Iskandar in (Arifudin, 2024) explains the qualitative research approach as a process of research and understanding based on methods that investigate social phenomena and human problems.

This study employed qualitative research with field research methods. According to (Ekawati, 2024), this approach aligns with the primary objective of the study, which is to describe and analyze strategic management for improving teacher professional competence in private Islamic senior high schools. Therefore, this method will be able to explain the research problem (Erfiyana, 2024).

Bungin, as quoted by (Fahimah, 2024), explains that qualitative descriptive research aims to describe situations, conditions, or social phenomena that exist in society and then use them as research objects, and attempts to bring reality to the surface as a model or description of a particular condition or situation. This study aims to provide an analytical overview of the management strategy for improving teacher professional competence at a private Islamic high school.

Bogdan and Taylor (Gumilar, 2023) explain that qualitative research methodology is a research procedure that produces descriptive data in the form of written or spoken words from people and observable behavior. In this study, researchers created a complex picture, examined words, detailed reports from respondents' views, and conducted studies in natural situations, specifically related to the management of strategies to improve teacher professional competence in private Islamic high schools.

According to Yin (Heriman, 2024), the purpose of case study research is not merely to explain what the object of study is like but also to explain the circumstances and how the case occurred. Meanwhile, Waluya (Hoerudin, 2023) states that the purpose of case studies is to develop in-depth knowledge about the object of study, meaning that this study is exploratory in nature.

Technique can be seen as a means of carrying out technical work carefully using the mind to achieve goals. Although research is actually an endeavor within the scope of science, it is carried out to systematically collect realistic data to realize the truth. Research methodology is a means of finding a solution to any problem. In this case, the author collected information on strategic management for improving teacher professional competence at private Islamic high schools, including articles, journals, theses, e-books, and others (Jaenal, 2024).

Because it requires library materials for its data sources, this research utilizes library research. Researchers require books, scientific articles, and other literature related to the topics and issues they are exploring, both printed and online (Kosasih, 2025).

Seeking information from data sources requires the use of data collection techniques. Amir Hamzah in (Muslim, 2023) claims that data collection is an effort to gather information related to the topic being studied. The author used a library research method to collect data. Specifically, the author began with the library to gather information from books, dictionaries, journals, encyclopedias, papers, periodicals, and other sources that shared views on strategic

management for improving teacher professional competence in private Islamic senior high schools.

Furthermore, Amir Hamzah in (Ningsih, 2024) states that data collection is defined as various efforts to gather facts related to a topic or discussion being or will be explored. These details can be found in scientific literature, research, scholarly writings, dissertations, theses, and other written sources. According to (Paramansyah, 2024), data collection can be conducted in various circumstances, using different sources, and employing different techniques.

Meanwhile, Sopwandin in (Saepudin, 2023) explains that data collection is carried out through observation techniques, interviews and documentation studies, with data analysis activities including data condensation, data presentation, and drawing conclusions.

Observation is part of the research process that directly examines the phenomena being studied (Sunasa, 2023). This method allows researchers to directly observe and experience the atmosphere and conditions of the research subjects. The observations in this study focused on the strategic management of teacher professional competency improvement at a private Islamic high school (Madrasah Aliyah).

The interview technique in this study is a structured interview, namely an interview conducted using various established standard guidelines, questions are arranged according to information needs and each question is needed to reveal each empirical data (Uswatiyah, 2023).

Documentation is a data collection technique using existing written documents or records (Widyastuti, 2024). Documentation comes from the word document, which means written objects. In implementing the documentation method, researchers investigate written objects, such as books, magazines, meeting minutes, and diaries. According to Moleong in (Saepudin, 2024), the documentation method is a way of collecting information or data through examining archives and documents. Furthermore, according to (Kartika, 2018), the documentation strategy is also a data collection technique proposed to research subjects. This data collection method using the documentation method is carried out to obtain data on the state of the institution (research object), namely the management strategy for improving teacher professional competence in Private Islamic Senior High Schools.

Moleong, as quoted by (Saepudin, 2019), explains that the collected data was analyzed using an interactive analysis model consisting of data reduction, data presentation, and conclusion drawing. Syarifah et al. (Marlin, 2025) explain that data reduction is carried out by filtering relevant information, presenting data in a systematic narrative form, and drawing conclusions based on research findings. To ensure data validity, this study used source triangulation, namely comparing information from sources. According to Moleong (Hambali, 2025), source triangulation helps increase the validity of research results by comparing various perspectives on the phenomenon being studied.

According to Muhadjir in (Erfiyana, 2023), data analysis is the activity of systematically conducting, searching, and compiling records of findings through observation and interviews, allowing researchers to focus on the research they are studying. Afterward, the findings are turned into material for others, edited, classified, and presented. Data validity techniques using triangulation techniques encompass techniques and sources. Data analysis using the Miles and Huberman model in (Sehabudin, 2024) consists of data collection, data reduction, data presentation, and drawing conclusions.

III. RESULTS AND DISCUSSION

Madrasah Aliyah teachers are highly motivated to learn and develop themselves. Madrasah Aliyah also provides regular coaching or training so that they are always ready to

face new learning challenges. The skills and commitment of the teachers greatly support the achievement of this strategy. The methods used by teachers are generally very good in building a quality learning process. The learning approach has created a teaching-learning atmosphere that can foster a sense of not knowing to know, and teachers position themselves as coaches or facilitators. The current learning method habits used by students who receive information passively, such as taking notes, have been changed to a productive pattern. And here the role of teachers as facilitators in the classroom must have methods that meet the desired curriculum with a variety of methods that are opened as wide as possible for children to develop creative ideas so that children remain active. In general, the results of teacher performance evaluations in implementing qualified learning, supported by teacher interviews, namely before starting the lesson in class: teachers conduct preliminary activities, ask how you are, apperception, give examples of an action first related to the learning material to be studied that day.st

Syahraini Tambak, quoted (Mayasari, 2025), explains that professionalism is a condition in which a teacher has complete freedom to develop learning to a higher level, based on a sense of responsibility and a personal desire to continue growing as an educator. A teacher's level of competence plays a crucial role in their success in the teaching and learning process. A teacher's performance cannot achieve optimal results without balancing their enthusiasm and motivation with mastery of the required professional competencies. Teachers have a significant influence on the continuity of learning and community life. A teacher's success in guiding students in the classroom creates adequate experiences for them, which can later be applied in the community.

As a result, the professionalism of madrasah teachers distinguishes them from general teachers, who possess only four competencies, while madrasah teachers possess five. Madrasah teachers and general teachers possess the same four competencies: pedagogical, personality, professional, and social. However, madrasah teachers add leadership competencies, which general teachers lack. Therefore, in this study, professional competencies serve as a measure of madrasah teacher professionalism.

Madrasah Aliyah (Islamic senior high school) has adequate training space and access to technological devices to support teacher training activities. This infrastructure is very helpful in facilitating the implementation of training held by Madrasah Aliyah. Therefore, we must always pay attention to and prioritize education in our country. Not only is education provided, but we must also pay attention to the quality of education and other aspects such as educational infrastructure, educational curriculum, the quality of teaching staff, and other aspects that support the success of an education. Because implementing an education requires both physical and non-physical readiness. Physical preparation refers to the readiness of educational infrastructure such as school buildings and other facilities. Meanwhile, non-physical preparation includes teacher skills, the curriculum used, child psychology, and other aspects. Both aspects must be met to support the implementation of optimal and quality education. The quality of educational infrastructure is a key aspect in supporting the implementation of good and quality education. Good quality infrastructure will support the implementation of optimal education, and this educational infrastructure will later play a role in facilitating the implementation of education. These facilities will later be utilized in implementing student learning so that the objectives are achieved properly, in addition to being supported by the existing curriculum.

Mulyasa is quoted (Arifudin, 2023) as explaining that teachers, as a form of educator, play a crucial and decisive role in the implementation of learning. Jasmani and Syaiful, as quoted by (Andrivat, 2025), explain that teachers are not only figures and role models for students but also the primary identifier in the learning environment. Teachers play a central

role in education, likened to the spearhead standing at the forefront, guiding children as they journey toward future happiness.

Buchari, as quoted by (Kartika, 2026), explains that the role of teachers is key to the success of an educational institution, as they serve as sales agents for the institution. The quality of a teacher's behavior and teaching methods, whether good or bad, will have a major impact on the image of the educational institution. Suhana, as quoted by (Andrivat, 2024), explains that several indicators can be used to measure the characteristics of a teacher who is considered professionally competent, including: (1) the ability to develop responsibilities well; (2) the ability to carry out their roles and functions appropriately; (3) the ability to contribute to achieving educational goals in schools; and (4) the ability to carry out their roles and functions in the classroom learning process.

Madrasah leaders provide clear direction and are fully committed to improving teacher quality. The principal is also actively involved in motivating and monitoring the progress of strategy implementation, so that everyone feels supported and well-directed. To ensure the achievement of educational goals, someone must be responsible for organizing and managing educational institutions so that they run smoothly and achieve educational goals. In an educational or school environment, the existence of educational leadership is referred to as the principal (principal or headmaster) who is appointed or directly selected, appointed by the foundation, or appointed by the government. In this case, the principal, as the educational leader in the school, is responsible for ensuring that educational goals are achieved. The role of educational leadership is crucial in the educational process, including learning, so that it can run effectively and efficiently. The principal is the driving force and determines the direction of educational policy in the school they supervise. The principal must be able to collaborate all existing elements to be used in running the wheels of education towards the desired goals. The principal plays a strategic role in improving the quality of educational units. Based on the Regulation of the Minister of Education and Culture Number 6 of 2018 concerning the Assignment of Teachers as Principals, currently the position of principal is no longer an additional task, but a primary task. A good principal is one who can set a good example for the school community they lead. Therefore, a principal must be selected based on their competence and integrity. The principal is the best teacher among the best teachers in the school. The principal must ensure that all aspects of the school organization run smoothly so that teaching and learning activities can proceed effectively and efficiently.

A principal with a sound strategy can manage his or her institution effectively. This is in line with Aliminsyah and Pandji, as quoted by (Asitoh, 2025), who explain that strategy is a directed plan aimed at achieving maximum results. In an organizational context, strategy is an overall plan established to achieve specific goals. Therefore, organizations must not only choose the best combination but also coordinate various elements to carry out activities efficiently and effectively. With a strategy, Nur Kholis, as quoted by (Awaludin, 2023), explains that an organization has the potential to gain a strong position in its area of operation. This is due to better knowledge and experience in meeting the needs and desires of customers in the organization's service area.

Strategy is not just a plan, but a unifying force. Strategy connects all organizational components into a whole, encompassing all important aspects of the organization. Strategy must be integrated, with all parts of the plan coordinating and aligning with each other. Therefore, defining strategy requires a high level of commitment from the organization. The organizational team is responsible for driving the strategy toward the desired outcome or end goal.

In Madrasah Aliyah, the culture of learning and mutual support is very strong. Teachers share knowledge and experiences. This culture helps foster a spirit of continuous competency

improvement. During the implementation stage, teaching and learning activities are guided by the lesson preparation made. The delivery of learning materials is adjusted to the sequence that has been systematically programmed in the preparation stage. The steps in implementing learning include initial activities, core activities, and final activities. Initial activities are face-to-face activities between teachers and students. In these activities, the teacher provides instructions, direction, and apperception, or can also convey the objectives to be achieved and ask several questions (pretest). In the core activities, the teacher explains the material using predetermined approaches, methods, and techniques. Meanwhile, final activities can include feedback and assessment. One important aspect in creating a conducive school environment is the process of applying student obedience and discipline in carrying out students' functions as learners in the school environment. Many factors can determine the success of education, one of which is student discipline applied by educational institutions, where teachers are one of the implementers and carry out controls or supervisors in the implementation of discipline in educational institutions. Discipline is a key factor in educational success. Therefore, it must be championed, as undisciplined student behavior can disrupt teaching and learning activities, thus hindering the achievement of learning objectives. The implementation of discipline in schools aims to ensure students comply with established regulations, leading to improved academic performance. Student discipline provides a foundation for the ongoing learning process. Discipline regarding rights and obligations must be upheld and implemented effectively. Schools are places where learning occurs, where all parties strive to help students achieve the desired competencies. Student learning and instruction will improve and be of higher quality when supported by discipline.

The culture developed at this school represents a strategic management approach. This, as (Fred, 2006) points out, can help an organization formulate strategies deemed most appropriate for achieving its goals. According to (Salusu, 2008) notes several benefits associated with implementing strategic management, including: a) minimizing threats by leveraging existing strengths and opportunities, b) creating synergy to increase productivity, and c) assisting in aligning the organization's direction and objectives.

Based on research revealed by (Hunger dan Wheelen, 2003), strategic management has a positive influence on performance. The study was conducted in 28 manufacturing companies, of which 20 showed good performance due to effective planning. Five other companies stated that there was no difference between planning and implementation, while the remaining three companies revealed that planning can interfere with performance productivity. These findings conclude that effectively implemented strategic management has a positive impact or benefit on performance. This also shows that the implementation of strategic management has a significant influence on the results achieved by the organization.

Organizations that implement strategic management offer various benefits, both material and non-material. However, it's important to remember that strategic management is no guarantee of success, and it won't even work if implemented carelessly. Strategic management must be implemented with full commitment, so it's not just talk or theory. Instead, the implementation of strategic management must truly contribute to achieving profit or success for the organization.

Stakeholders, such as the madrasah committee and parents, strongly supported this program, particularly morally. Their support gave Madrasah Aliyah added motivation to continue implementing the teacher competency improvement program. School progress is greatly influenced by the discipline of the school community, including students. An orderly school will always create a good learning process. Conversely, in a disorderly school, the conditions will be very different from a disciplined school. Violations are considered commonplace, and correcting such a situation is not easy. This requires the active

participation of various parties, especially the principal, who plays a crucial role in disciplining students. Furthermore, stakeholder participation includes contributions, donations, and community involvement in supporting efforts to improve the quality of educational institutions. Nowadays, the planning, implementation, and monitoring of education involve community participation. Awareness of the importance of education, which can provide hope and better possibilities for the future, encourages various efforts and attention from all levels of society. This has given rise to awareness of community participation.

Efforts to improve teacher competency cannot be undertaken solely by schools but must also involve collaboration with various parties. A teacher is expected to demonstrate a strong commitment to professional competence in carrying out their duties. An individual is considered a professional when they demonstrate a high level of dedication to their duties, a commitment to the quality of their work processes and results, and a commitment to continuous improvement, which means always striving to improve and update their methods and ways of working in line with current developments. All of this is based on a strong awareness that the task of educating is preparation for the next generation who will live in the future.

According to (Muhaimin, 2003) it is explained that professional work is not only about earning a living or livelihood, but also includes a professional calling, namely a calling to fulfill promises made before society to contribute to realizing the noble values established by God through hard work and intelligence.

In addition to supporting factors, Madrasah Aliyah faces challenges in terms of budget and facilities. Madrasah Aliyah cannot always provide ideal training or supporting facilities, which sometimes prevents programs from running as effectively as they would like. Management priorities sometimes differ, resulting in suboptimal support for these programs. Sometimes, limited time and management attention lead to a lack of coordination in strategy implementation.

There are several barriers within the organizational culture, such as a tendency to maintain old methods. This makes implementing changes to teacher development strategies more difficult, as some feel more comfortable with existing methods, such as semi-surgeon learning. Some teachers and staff are wary of changes affecting their routines. For example, some feel that additional training will burden their time, making them reluctant to participate in new programs. External constraints, such as changing education regulations and the economic situation, sometimes affect strategy implementation. Furthermore, external support is inconsistent, forcing Madrasah Aliyah to adapt programs to current conditions.

According to (Tim Dosen Fakultas Tarbiyah UIN Maliki Malang, 2010) explains that the development of professional competence of teachers, as discussed in the introduction, highlights the existence of worrying indications regarding teacher competence in Indonesia, both in terms of input, distribution, academic quality, scientific activities, and mastery in their fields. Data on teacher quality shows that more than 50 percent of teachers in Indonesia have not met the national education standards (SPN). This is reflected in the human development index (HDI), which shows that the quality of teachers in Indonesia is not sufficient to implement fundamental changes in the implementation of the applied curriculum.

Furthermore, according to (Tim Dosen Fakultas Tarbiyah UIN Maliki Malang, 2010), in terms of teacher professional abilities, there are various types of teachers that can be identified, namely: (1) teachers who have good knowledge and teaching skills; (2) teachers who are able to teach even though their knowledge is limited; (3) teachers who have limited knowledge but are able to teach well; (4) teachers who have limitations in both knowledge and teaching skills. Likewise with work enthusiasm, teacher professional abilities also have

variations, including: (1) teachers with high work enthusiasm and good professional abilities; (2) teachers who have high work enthusiasm but low professional abilities; (3) teachers who have low work enthusiasm but good professional abilities; (4) teachers who have low work enthusiasm and low professional abilities.

IV. CONCLUSION

Based on the results of research conducted at Madrasah Aliyah Al Muhajirin and Madrasah Aliyah Minhajul Haq Purwakarta regarding strategic management in efforts to improve teacher professional competence, it can be concluded that the implementation of strategic management plays a very important and significant role in improving teacher quality at both madrasas. Through careful planning, human resource development, regular training, and ongoing evaluation, both madrasas were able to create an environment that optimally supports teacher professionalism. Strategic management carried out systematically and in a planned manner can improve the pedagogical competence, personality, and professionalism of teachers. Furthermore, the commitment of madrasah management to developing the quality of teaching staff also contributes to improving the quality of learning and the overall success of the madrasah. An appropriate and effective management strategy is key to encouraging teachers to continuously develop and innovate in line with the needs of the times. Therefore, the implementation of sound strategic management not only improves teachers' professional competence but also positively impacts the quality of education at Madrasah Aliyah Al Muhajirin and Minhajul Haq Purwakarta, enabling them to compete and meet national and international education standards.

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