

## THE IMPLEMENTATION OF STRATEGIC MANAGEMENT BY MADRASAH PRINCIPALS IN IMPROVING TEACHER PERFORMANCE AT ANNURIYAH BONTOCINI TSANAWIYAH MADRASAH, JENEPONTO DISTRICT

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### Abstrak

Penelitian ini bertujuan untuk menganalisis perencanaan dan penerapan manajemen strategik Kepala Madrasah dalam meningkatkan kinerja guru di Madrasah Tsanawiyah Annuriyah Bontocini, Kabupaten Jeneponto. Hasil penelitian menunjukkan bahwa kepala madrasah telah berhasil menerapkan prinsip manajemen strategik secara sistematis dan bertahap. Proses ini meliputi tiga tahap utama: perumusan strategi (analisis internal-eksternal dan penetapan sasaran terukur), implementasi strategi (melalui program komprehensif seperti pelatihan, workshop, supervisi akademik, dan pembinaan etos kerja), serta evaluasi dan pengendalian strategi (pemantauan berkala). Penerapan manajemen strategik ini terbukti membawa perubahan positif dan signifikan pada kinerja guru. Peningkatan kinerja guru terlihat terutama pada kompetensi pedagogik, profesional, disiplin kerja, inisiatif, dan komitmen. Guru merasa lebih terarah dan termotivasi, didukung oleh komunikasi terbuka dan arah kerja yang jelas dari kepala madrasah sebagai pemimpin strategis. Kepala madrasah berperan penting dalam menyelaraskan seluruh sumber daya dengan visi dan misi madrasah, serta menciptakan budaya kerja positif. Meskipun demikian, terdapat beberapa kendala seperti keterbatasan anggaran, sumber daya, waktu pelaksanaan, serta perbedaan latar belakang/motivasi individu guru.

Kata Kunci: Manajemen Strategik, Kepala Madrasah, Kinerja Guru

### Abstract

This research aims to analyze the planning and implementation of the Strategic Management of the Madrasah Principal in improving teacher performance at Madrasah Tsanawiyah Annuriyah Bontocini, Jeneponto Regency. The research findings indicate that the madrasah principal has successfully implemented strategic management principles regularly and gradually. This process involves three main stages: strategy formulation (internal-external analysis and setting measurable targets), strategy implementation (through comprehensive programs such as training, workshops, academic supervision, and work ethic development), and strategy evaluation and control (periodic monitoring). The implementation of this strategic management proved to bring positive and significant changes to teacher performance. The improvement in teacher performance is notably seen in pedagogical and professional competence, work discipline, initiative, and commitment. Teachers feel more directed and motivated, supported by open communication and clear work direction from the madrasah principal acting as a strategic leader. The madrasah principal plays an important role in aligning all resources with the madrasah's vision and mission and creating a positive work culture. Nevertheless, there are some constraints, such as limited budget, resources, execution time, and variations in individual teacher readiness/motivation.

Keywords: Strategic Management, Madrasah Principal, Teacher Performance.



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## INTRODUCTION

Strategic management is a science that combines management functions in order to make strategic organizational decisions, in order to achieve organizational goals effectively and efficiently.<sup>1</sup> According to Mulyadi, strategic management is a process used by the madrasah principal and teaching staff to formulate and implement strategies in providing the best services to realize the madrasah's vision and mission.<sup>2</sup> Strategic management is a systematic approach to positioning an organization to ensure it achieves its goals by ensuring sustained success.<sup>3</sup>

Strategic management is a method for effectively and efficiently controlling an organization, right down to the frontline implementation, to achieve its goals and objectives. The goals of strategic management are to improve organizational quality, payment efficiency, resource utilization, program evaluation, performance monitoring, and reporting. In addition, strategic management is defined as the art and science of formulating, implementing, and evaluating strategic decisions across functions that enable an organization to achieve its future goals. In general, strategic management can be defined as a series of fundamental decisions and actions made by top management and implemented by all levels of an organization in order to achieve its goals.<sup>4</sup>

The function of strategic management is to formulate, implement and evaluate decisions and actions that can be used to formulate and implement strategies that have high competitiveness that are appropriate to the company and the environment to achieve goals.<sup>5</sup> According to Suwarsono, the function of strategic management is as a means of communicating the organization's goals and the path to be taken to achieve the organization's goals.<sup>6</sup> The strategic management functions are: (1) organizing function, (2) implementation function, (3) budgeting function, situational policies, internal and external networks and (4) control and evaluation and feedback functions.<sup>7</sup>

The goal of strategic management is to exploit and create new and different opportunities for the future; long-term planning and vice versa, to try to optimize current trends for future profits, in addition to that strategic management is also a philosophy, a way of thinking and a way

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<sup>1</sup> Nasaruddin, *Manajemen Strategik*, (Cet,III; Palembang: CV Amanah, 2020), h. 2

<sup>2</sup> Anam Mifthakhulhuda dan Dian Elvianita Martanti, *pengantar manajemen strategik* (Denpasar: Jayapangus Press, 2018), h. 2

<sup>3</sup> Efri Novianto, *Manajemen startegis* (Yogyakarta:Deepulish,2019), h.4

<sup>4</sup> Sulaiman, Umar, et al. "Strategi Manajemen Kepala Madrasah Untuk Meningkatkan Kualitas Pembelajaran Di Mts Pondok Pesantren Babul Khaer Bulukumba." *Kelola: Journal of Islamic Education Management* 10.1 (2025)h. 172-183.

<sup>5</sup> <https://www.brilio.net/wow/15-pengertian-manajemen-strategi-menurut-para-ahli-fungsi-tujuannya-2004231.html>

<sup>6</sup> Villatus Sholikhah, *Manajemen Strategi Ekonomi Agribisnis Dalam Konteks Ilmu Ekonomi Mikro*, *Jurnal Ekonomi Syari'ah* Vol.2 No.2 (2021),h.120

<sup>7</sup> Eddy Yunus *Manajemen Strategis*, (Yogyakarta:CV Andi Offset,2016), h.22

of managing an organization.<sup>8</sup> Some of the objectives of strategic management are: (1) Providing direction for achieving organizational goals, (2) Helping to consider the interests of various parties, (3) Anticipating any changes evenly, (4) Relating to efficiency and effectiveness.<sup>9</sup> According to Suwandiyanto, the aims of strategic management are: (1) to provide direction for achieving organizational goals, (2) to help consider the interests of various parties, (3) to anticipate any changes evenly, (4) to be related to efficiency and effectiveness.<sup>10</sup>

The principal of a madrasah is a leader and manager who determines the direction and dynamics of the madrasah towards the gateway to success and progress in all areas of life, starting from intellectual, emotional, spiritual and social capacity.<sup>11</sup> According to Mulyasa, the head of the madrasah is responsible for organizing madrasah administrative education, developing other educational staff, utilizing and maintaining facilities and infrastructure, and also as a supervisor at the school he leads.<sup>12</sup> Kompri, in his book, states, "The principal is the person who has the influence to determine teaching and learning activities at the madrasah. School life is organized in such a way through the leadership of the principal."<sup>13</sup>

The functions of the madrasah principal include: planning programs, conducting supervision and evaluation, implementing madrasah leadership, and implementing the madrasah information system.<sup>14</sup> The function of the madrasah principal as an educator in improving the quality of education, namely being able to be an educator and trying to instill and foster the spirit of an educator in other educators.<sup>15</sup> According to Mulyasa, the function of the madrasah principal is as an educator, manager, administrator, supervisor, leader, innovator, and motivator.<sup>16</sup>

The strategic management of a madrasah principal is the process of systematically planning, organizing, implementing, and evaluating various policies and programs at the madrasah with a long-term orientation to achieve the madrasah's vision, mission, and goals. The

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<sup>8</sup> Eddy Yunus *Manajemen Strategis*...,h.26

<sup>9</sup> Anam Miftakhul Huda, *Pengantar Manajemen Strategik*, (Denpasar: Jayapura Press, 2018),h.2

<sup>10</sup> Sofyan Hadi, *Model Manajemen Strategi Dakwah di Era Kontenporer*, *Jurnal Al-Hikmah*, Vol. 17, No. 2 (2019), h.71

<sup>11</sup> Frida Anwar, *Koordinasi Antara Komite sekolah dengan Kepala madrasah Dalam Meningkatkan Mutu Pendidikan di SDN 104185 SEI Semayang*, *Jurnal Fadillah Manajemen Pendidikan Islam dan Umum*, Vol.2 No.2 (2022),h.10

<sup>12</sup> Muhammad Zulkifli Salim, *Peran Kepala madrasah dalam Peningkatan dan Pengawasan Kinerja Guru Bimbingan Konseling SMAI As-syafi'iyah*, *Jurnal Penelitian Tindakan Kelas dan Pengembangan Pembelajaran*, Vol.5 No.2 (2022) h.123

<sup>13</sup> Kompri, *Manajemen Sekolah Orientasi Kemandirian Kepala madrasah*, (Yogyakarta: Pustaka Pelajar, 2015), h. 1

<sup>14</sup> Ayu Safitri, *Pelaksanaan Tugas Pokok dan Fungsi Kepala madrasah di SMP Negeri*, *Jurnal Adminitrasi, Kebijakan dan Kepemimpinan Pendidikan*, Vol.2 No.2, (2021),h.208

<sup>15</sup> Viedy Dimas Aditya, *Peran dan fungsi Manajemen Kepala madrasah dalam Peningkatan Mutu Pendidikan*, *Journal Of Islamic Studies*, Vol.1 No.1 (2022),h.20

<sup>16</sup> Fatimah *Implementasi Tugas dan Fungsi Kepala madrasah pada Tamak Kanak-kanak di Desa Cimekar Kabupaten Bandung Penelitian pada Lembaga PAUD di TK Sukamaju dan TK Sukahaji*. *Jurnal Riset Pendidikan Guru Paud*, Vol,2 No.1 (2022),h.41

madrasah principal acts as a leader who determines policy direction, formulates development strategies, optimizes resources (teachers, education personnel, facilities, and funds), and monitors the results to improve the quality of education.<sup>17</sup>

A good and quality education cannot be separated from the role of a teacher. According to the Republic of Indonesia Government Regulation Number 19 of 2017 concerning amendments to Government Regulation Number 74 of 2008, "teachers are professional personnel who have a strategic role in realizing the vision of organizing education."learning in accordance with the principles of professionalism".<sup>18</sup> Teacher performance is one of the elements that has a big impact on the learning outcomes achieved by students, the quality of teacher teaching performance is reflected in the learning achievements achieved by students.<sup>19</sup> Teacher performance is central to improving the quality of education. Teachers are the primary component in the technical implementation of education in madrasahs.<sup>20</sup>

Teachers hold a strategic position and role, particularly in their efforts to shape national character, which can be achieved through the development of personality and life values. This makes the status and role of a teacher irreplaceable. Despite significant technological advancements, the role of teachers as educators remains unaltered. Teachers are always viewed as key figures in the development of the nation.<sup>21</sup>

In supporting teacher performance, it is necessary to have professional teacher competency support which is seen from aspects of teacher performance, namely: mastering teaching materials, managing teaching and learning programs, managing classes, using media/resources, mastering educational foundations, managing teaching and learning interactions, assessing student achievement.<sup>22</sup> According to Richey, aspects of teacher performance are working with students individually, preparing and planning teaching, using teaching aids, involving students in various learning experiences and active teacher leadership.<sup>23</sup> According to Darmadi, there are aspects that are assessed in teacher performance, including: the ability to plan and prepare for teaching, mastery of the material to be taught to students, mastery of teaching

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<sup>17</sup> Halimah. *Manajemen Kepemimpinan Kepala Madrasah*. (Pena Cendekia Pustaka, Jakarta, 2024), h..1

<sup>18</sup> Denok Sunarsi, *Panduan Meningkatkan Kinerja dan Kepuasan Guru*, (Jakarta: Desanta Muliavisatama, 2020),h.2.

<sup>19</sup> Robbi Pujoandika, Dampak Kinerja Guru dan Motivasi Belajar dalam Upaya Meningkatkan Hasil Belajar Siswa, *Jurnal Pendidikan Manajemen Perkantoran*, Vol. 6 No. 1, 2021, h.49.

<sup>20</sup> Imam Mashudi, *Dampak Komitmen dan Budaya Mutu Terhadap Kinerja Guru*, (Gorontalo: Ideas Publishing, 2021), h.1-2.

<sup>21</sup> Nasir, Muh, Muljono Damopolii, and Yuspiani Yuspiani. "Kedudukan Guru Sebagai Pendidik." *Edu Sociata: Jurnal Pendidikan Sosiologi* 7.1 (2024): 208-220.

<sup>22</sup> Herawati Syamsul Penerapan Kepemimpinan Sekolah dalam Meningkatkan Kinerja Guru pada Jenjang SMP, *Jurnal Idaarah*, Vol.1 No.2,2017,h.278

<sup>23</sup> Iman Gunawan, Strategi Meningkatkan Kinerja Guru: apa program yang ditawarkan oleh kepala madrasah, *Jurnal Academia*, Vol. 23. No.1,2015,h.306

methods and strategies, giving assignments to students, the ability to manage the class, the ability to carry out assessments and evaluations.<sup>24</sup>

In the implementation of strategic management of madrasah principals in improving teacher performance, the role of the madrasah principal of MTs Annuriyah Bontocini, Jenepono Regency as a strategic manager is very important to improve the system in improving teacher performance through measurable, sustainable strategies, including consistent supervision, providing work motivation and rewards, and placing teachers according to their expertise. Based on these explanations and observations, researchers are interested in conducting further research with the title "Implementation of Strategic Management of Madrasah Principals in Improving Teacher Performance at Madrasah Tsanawiyah Annuriyah Bontocini, Jenepono Regency".

## LITERATURE REVIEW

### Principal Strategic Management

The strategic management of a madrasah principal is the process of systematically planning, organizing, implementing, and evaluating various policies and programs at the madrasah with a long-term orientation to achieve the madrasah's vision, mission, and goals. The madrasah principal acts as a leader who determines policy direction, formulates development strategies, optimizes resources (teachers, education personnel, facilities, and funds), and monitors the results to improve the quality of education.<sup>25</sup>

Strategic management encompasses a broad range of management science literature, and no single definition is considered standard. Therefore, the definition of strategic management varies widely depending on individual understanding and interpretation. However, among the various definitions offered by management experts, a common understanding can be found: strategic management is a science that combines management functions to make strategic organizational decisions in order to achieve organizational goals effectively and efficiently.<sup>26</sup>

According to Wheelen, TL, strategic management is a series of managerial decisions and actions that lead to the development of effective strategies to achieve organizational goals with SWOT analysis (Strengths, Weaknesses, Opportunities, Threats).<sup>27</sup> According to Michael A, strategic management is a process used by managers and employees to formulate and implement

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<sup>24</sup> Darmadi, *Membangun Paradigma Baru Kinerja Guru*, (Surakarta: CV Guepedia, 2018).h.16

<sup>25</sup> Halimah. *Manajemen Kepemimpinan Kepala Madrasah*. (Pena Cendekia Pustaka, Jakarta, 2024), h..1

<sup>26</sup> Nasaruddin, *Manajemen Strategik*, (Cet,III; Palembang: CV Amanah, 2020), h. 2

<sup>27</sup> Eddy yunus, *Manajemen Strategik*, (Yogyakarta:CV Andi Offset,2016), h. 5

strategies in providing the best customer value to realize the organization's vision.<sup>28</sup> According to Fred R. David, strategic management is the art of formulating, implementing and evaluating organizational decisions to achieve desired goals.<sup>29</sup>

The strategic management process includes setting long-term goals, providing alternative strategies, selecting strategies to ensure and choosing the best alternative strategies to realize the vision, mission and goals.<sup>30</sup>

#### 1. Strategy Determination

This includes developing a long-term mission and objectives, identifying external opportunities and threats, and the company or organization's strengths and weaknesses. Developing alternative strategies and identifying appropriate strategies to adopt.

#### 2. Strategy Implementation

Includes determining annual operational targets, company or organizational policies, motivating employees and allocating resources so that established strategies can be implemented.

#### 3. Strategy Control

Includes efforts to monitor all results of strategy creation and implementation, including measuring individual and company performance and taking corrective action if necessary.<sup>31</sup>

The benefits of strategic management are as follows:

#### 1. Financial Benefits

Research indicates that organizations that use strategic management concepts are more profitable and successful than those that do not. Businesses that use strategic management concepts show significant improvements in sales, profitability, and productivity compared to companies without systematic planning activities.

#### 2. Non-financial Benefits

Strategic management also offers other tangible benefits, such as increased awareness of external threats, better understanding of competitors' strategies, increased employee

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<sup>28</sup> Anam Mifthakhulhuda dan Dian Elvianita Martanti, *Pengantar Manajemen Strategik* (Denpasar: Jayapangus Press, 2018), h.2.

<sup>29</sup> Efri Novianto, *Manajemen Startegis* (Yogyakarta:Deepublish,2019), h.13.

<sup>30</sup> Taufiqurokhman, *Mengenal Manajemen Strategik* (Jakarta Pusat, Fakultas Ilmu Sosial dan Ilmu Politik, Universitas Prof. Dr. Moestopo, 2016), h.108

<sup>31</sup> Ahmad, *Manajemen Strategis*, (Makassar; CV Nas Media Pustaka, 2020),h.6.

productivity, reduced resistance to change, and a better understanding of the relationship between performance and rewards.<sup>32</sup>

The main objectives of strategic management are four, namely: first, providing a clear direction for achieving organizational or company goals, which becomes the basis for the process of controlling and evaluating success; second, helping to think about the interests of various parties involved, such as suppliers, employees, shareholders, banking, and the wider community, all of which play an important role in the success of the organization; third, anticipating every change evenly, allowing top executives to prepare guidelines and controls so that they can broaden their thinking perspectives and understand the best contributions for the present and the future; and fourth, related to efficiency and effectiveness, where managers are responsible not only for the interests of efficiency, but also ensuring work efforts are carried out in a better and more effective way.<sup>33</sup>

### **Teacher Performance**

Performance in English is called "performance," which also means achievement. Therefore, literally, performance is the result/achievement of a person's work/effort. In an organization, performance can be defined as the achievement of predetermined goals. The performance of an organization or company depends largely on the performance of its individual employees. There are many ways to think about the type of performance required of employees for an organization to succeed, including considering three elements: productivity, quality, and service.<sup>34</sup>

A teacher is someone who possesses a unique set of values and abilities, with which he or she can transform challenges into opportunities. Teachers are also educators or learning agents, acting as facilitators, motivators, drivers, and inspiration for students. According to the traditional view, teachers are human beings worthy of being respected and imitated. Being respected means that all their words can be trusted. Being imitated means that all their behavior must serve as examples or role models for society. According to the general Indonesian dictionary, a teacher is defined as a person whose job is to teach, which is interpreted as a professional duty.<sup>35</sup>

Teacher performance is essentially the embodiment of 12 basic competencies that teachers must possess and is evident throughout the teaching and learning process. A teacher's success in carrying out their duties can be assessed by: 1) quality; 2) quantity; 3) timeliness; 4)

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<sup>32</sup> Eddy Yunus, *Manajemen Strategis*, (Yogyakarta; CV Andi Offset, 2016), h.8-9

<sup>33</sup> Anam Miftakhul Huda, *Pengantar Manajemen Strategik* (Denpasar: Jayapangus Press, 2018), h.2

<sup>34</sup> Denok Sunarsi, *Panduan Meningkatkan Kinerja dan Kepuasan Guru* (Cet.I; Jakarta: Desanta Muliavisitama, 2020), h.11

<sup>35</sup> Aenun Rahmawati, *Menjadi Guru Profesional*, (Bogor, Universitas Djuanda Bogor, 2020), h.7

cost-effectiveness; 5) need for supervision; and 6) interpersonal impact.<sup>36</sup> Teacher performance will be optimal if it is integrated with school components, whether it is the principal, teachers, employees or students.<sup>37</sup>

According to Mathis and Jackson, the factors that influence teacher performance are motivation, the support they receive, the nature of the work they do, and their relationship with the organization. Meanwhile, according to Gibson, there are three factors that influence teacher performance, namely:

1. Individual factors are a person's abilities, skills, family background, work experience, social level, and demographics.
2. Psychological factors are perception, role, attitude, personality, motivation and job satisfaction.
3. Organizational factors are organizational structure, job design, leadership and reward systems.<sup>38</sup>

The purpose of teacher performance assessments is to determine whether participants have mastered an educational, teaching, or training program. A specific number or grade is typically used as a benchmark to determine mastery of the Guide to Improving Teacher Performance and Satisfaction program. If a participant is deemed not to have mastered the program, they are deemed to have failed.

According to Yamin and Maisah, teacher performance is crucial to the successful fulfillment of their primary task, namely, teaching. Teacher performance is crucial in a school; through this assessment, we can determine the extent to which previously planned targets have been achieved.

From the above opinion, the objectives of teacher performance in schools include:

1. Knowing the level of teacher achievement in developing pedagogical, professional, personality and social competencies.
2. Providing learning facilities for teachers to become professional teachers.
3. Improve teacher performance in the next period.
4. Provide consideration to the principal, supervisor or Education Office in providing rewards and punishments to teachers.
5. Motivate teachers to work optimally.<sup>39</sup>

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<sup>36</sup> Ermi Sola, Prinsip- Prinsip Manajemen dan Kinerja Guru : Sebuah Tinjauan Umum, *Journal Edu-Leadership*, Vol.1 No.2, 2022, h.160

<sup>37</sup> Rorimpandey, *Faktor Faktor yang Memengaruhi Kinerja Guru Sekolah Dasar* (Malang: Ahlimedia Pres, 2020), h.4-5

<sup>38</sup> Imam Mashudi, *Dampak Komitmen dan Budaya Mutu Terhadap Kinerja Guru*, (Gorontalo: Ideas Publishing, 2021), h.16-17

Teacher performance standards encompass five main aspects: Educating, Teaching, Guiding, Assessing, and Evaluating Students. In the Educating aspect, the teacher's task is to create a conducive situation for students to learn at their own pace to develop their talents and potential, with guidance provided as needed. Teaching is an effort to create an environmental system that supports the learning process and is also defined as the activity of conveying knowledge to students. Meanwhile, Guiding is seen from a content perspective related to norms and regulations, from a process perspective in the form of transferring knowledge with appropriate strategies, and from a strategy/method perspective in the form of providing motivation and coaching. Furthermore, Assessing is a process carried out by teachers to monitor student progress in the cognitive, affective, and psychomotor fields, which also aims to optimize institutional tasks for the quality of the madrasah. Finally, Evaluating Students is a systematic process of collecting data to measure student success in educational programs, observing their abilities and difficulties, which are then used by teachers as material for developing realistic learning programs.<sup>40</sup>

## RESEARCH METHODS

This research is a qualitative research that produces descriptive data in the form of spoken and written words, based on the procedures proposed by Bogdan in Gunawan, with the selected location being Annuriyah Bontocini Private Middle School, Batang District, Jeneponto Regency, and focuses on the implementation of strategic management of the madrasah principal and teacher performance.

This research is descriptive in nature, using a phenomenological approach to provide a holistic description and explanation of the phenomena studied. The data sources used include primary data (obtained directly from the Madrasah Principal, Deputy Madrasah Principal, and several teachers) and secondary data (obtained indirectly through related documents or records).

Data collection was conducted under natural conditions using the primary techniques of structured observation, in-depth (structured) interviews, and documentation. The primary research instruments were the researcher herself, the interview guide, and documentation related to strategic management and teacher performance. The collected data were then analyzed using the stages of data reduction (selecting the main points), data presentation (in the form of narrative text), and drawing conclusions (critically based on field facts).

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<sup>39</sup> Denok Sunarsi, *Panduan Meningkatkan Kinerja dan Kepuasan Guru*, (Banten: Desanta Muliavisitana, 2020),h,9-10.

<sup>40</sup> Mahira. Evaluasi Belajar Peserta Didik. *Jurnal Idaarah*, Vol.1, No.2, 2017, h.259

The validity of the data was tested using source triangulation techniques, which involved collecting data from various stakeholders (Madrasah Principals, teachers and Madrasah officers) for checking and comparison purposes.

## **RESULTS AND DISCUSSION**

### **Strategic Management Planning of Madrasah Principals in Improving Teacher Performance at Annuriyah Bontocini Tsanawiyah Madrasah, Jeneponto Regency**

Strategic management planning is a crucial initial step in managing educational institutions, including madrasahs. The principal of MTs Annuriyah Bontocini Jeneponto Madrasah recognizes that improving teacher performance is key to achieving better educational quality. Therefore, the strategic management planning process is carried out systematically and purposefully, taking into account both the internal and external conditions of the madrasah.

The researcher will present the results of the research on the strategic management planning of madrasah principals in an effort to improve teacher performance at MTs Annuriyah Bontocini, Jeneponto Regency.

The initial step is a needs analysis, which includes mapping teacher competencies, identifying challenges, and mapping potential available resources. From this analysis, the madrasah principal can prioritize relevant programs, such as strengthening pedagogical competencies, improving skills in the use of learning technology, and developing teacher administration tools.

Research on the Principal's Strategic Management Planning in Improving Teacher Performance at MTs Annuriyah Bontocini, Jeneponto Regency, shows that the principal has designed the implementation of strategic management principles in designing and directing teacher performance through a series of systematic stages, starting from identifying needs and mapping teacher competencies to preparing comprehensive professional development programs such as training, workshops, and academic supervision. However, several challenges were found such as limited resources and less than optimal implementation time, which emphasizes the need for flexibility and continuous evaluation so that this strategic management that has had a positive impact can achieve maximum effectiveness.

Teacher performance is designed by the madrasah principal, who systematically conducts strategic planning through an analysis of teacher needs and outlines it in the RKT (Work Plan). This ensures that the programs designed are focused, clear, and have measurable goals.

This planning focuses not only on improving the quality of learning but also on building an organizational structure that allows teachers to actively participate in the decision-making process, thereby fostering a sense of ownership of the strategies implemented. The principal

integrates needs analysis, strategic objectives, and teacher participation to create a solid strategic management foundation oriented toward effective performance improvement.

In planning a strategy to improve teacher performance, the madrasah principal has concrete steps so that the strategic planning stage runs according to what is desired.

Teachers assessed that the madrasah principal's planning was structured, clear, and involved their participation in coordination meetings. This involvement made teachers feel responsible for program implementation, thereby increasing motivation and commitment. This confirms that participatory strategic planning can enhance teachers' sense of ownership, ensuring that strategies are not only implemented top-down but also receive strong internal support from educators. In conclusion, strategic planning that actively involves teachers can increase the effectiveness and sustainability of program implementation.

The madrasah principal's strategic management planning for improving teacher performance has been carried out systematically, structured, and participatory. The madrasah principal began planning by conducting a comprehensive analysis of the madrasah's internal conditions, including teacher competency, discipline, and needs, as well as considering external factors that could impact the quality of learning. The results of this analysis serve as the basis for the preparation of the Strategic Plan (Renstra), which is incorporated into the Annual Work Plan (RKT), so that all teacher performance improvement programs can be implemented in a more focused and measurable manner.

The principal ensures the strategy's success through regular monitoring and evaluation mechanisms, both during the program and at the end of the semester. This step is crucial to ensure the program is on target and provides a basis for decision-making for subsequent program adjustments. In addition to formal evaluations, providing motivation and rewards to teachers serves as a psychological strategy to maintain their enthusiasm and commitment to carrying out their duties. Thus, the principal combines administrative oversight mechanisms with a humanistic approach, ensuring that the strategy is not only formal but also practically effective in improving teacher performance. In conclusion, the strategy is implemented with a balanced approach between control, evaluation, and motivation, thus increasing the likelihood of success.

Strategic management planning is a systematic process used by organizations to formulate, implement, and evaluate cross-functional decisions that enable the organization to achieve its long-term goals. This planning includes establishing the organization's vision, mission, and objectives, as well as developing strategies to address the dynamics of the organization's external and internal environments. According to David, strategic management is "the art and science of formulating, implementing, and evaluating cross-functional decisions that enable an

organization to achieve its objectives." This means that strategic management focuses not only on planning but also on the implementation and evaluation of predetermined strategies.<sup>41</sup>

### **The Implementation of Strategic Management by Madrasah Principals in Improving Teacher Performance at Annuriyah Bontocini Middle School, Jeneponto Regency**

The application of strategic management of madrasah principals in an effort to improve teacher performance has been discussed in the previous chapter, in this chapter the author will specifically discuss the application of strategic management of madrasah principals in an effort to improve teacher performance at MTs Annuriyah Bontocini, Jeneponto Regency.

Strategic management is a plan designed to achieve a desired goal within an organization. Strategic management is also a technique and science for formulating, implementing, evaluating, and monitoring various functional organizational decisions that are constantly influenced by the constantly changing internal and external environment, thus enabling the organization to achieve its desired goals.

Strategic management can assist the principal in fulfilling their mandate as a leader in an educational institution, continually striving to improve the quality of the school. In educational institutions, particularly in madrasahs, strategic management is the methods, steps, and efforts taken by the principal as the leader of the institution to achieve the goals of the madrasa. Its implementation requires cooperation from the entire school community.

The researcher will present the results of the research on the application of strategic management by madrasah principals in improving teacher performance at MTs Annuriyah Bontocini, Jeneponto Regency.

### **Vision, Mission and Goals of the Madrasah**

The vision of a madrasah is a view or insight into the future that serves as an ideal, inspiration, motivation, and shared strength for the madrasah community regarding the form of the madrasah in the future. Meanwhile, the mission of the madrasah is a statement about things that are used as a reference for the preparation of madrasah programs and the development of activities of the madrasah units involved, with an emphasis on the quality of student services and the quality of graduates expected by the madrasah in order to realize the vision of the madrasah. The objectives of the madrasah are specific, measurable, achievable, relevant, and clearly timed quality achievements, in order to realize the vision and mission of the madrasah. To be able to

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<sup>41</sup> David, F. R. *Strategic Management: Concepts and Cases* (Pearson Education, 2017).h15

achieve a vision, mission, and goals of the madrasah, the principal as a leader must be able to improve teacher performance in carrying out their duties.

A number of indicators that encourage improved teacher performance have been designed by the madrasah principal which are then poured into several creative steps such as changing student attitudes towards positive, optimizing extracurricular activities and all potentials that exist in the school so that teacher performance supports the achievement of the madrasah's vision and mission.

The provision of activities specifically in the religious section is one way to achieve the vision and mission of the madrasah and is knowledge that must be applied in the madrasah itself, because this school is a madrasah school, the responsibility carried by teachers to realize the formulation of the vision and mission of the madrasah in terms of education is a crucial point. All elements of the madrasah contribute in this matter, especially the teachers themselves as educators who require a professional and competent attitude. Accommodating and informing about competency improvement activities has been carried out by the madrasah principal to realize the vision, mission and goals of the madrasah, but the decision to participate in competency improvement activities remains fully held by each teacher.

The principal of Annuriyah Bontocini Junior High School has successfully carried out his role as a strategic leader by systematically designing and integrating the school's vision and mission indicators into all teaching and learning processes and work programs. Efforts to improve teacher performance as a crucial element in achieving this vision and mission are realized through planning creative steps such as optimizing extracurricular activities, empowering teachers, and focusing on changing student attitudes and improving the quality of education, especially in the field of religion. Although the principal has actively facilitated and provided information on various competency-building activities such as training, workshops, and seminars, full responsibility for participating in these activities remains the individual teacher's will. Overall, the principal has effectively facilitated supporting activities, fostered teacher professionalism, and improved the quality of education, which is in line with the concept that the vision and mission must be developed according to the conditions of the school to achieve maximum results and meet the expectations of all parties.

In accordance with the description above, reinforced by Sudadi, the vision developed is in accordance with the conditions and situations as well as the expected goals, realizing the vision and mission of the madrasah in order to obtain maximum results and in accordance with the

expectations of all parties in the madrasah.<sup>42</sup> Fatmawati also explained that a vision is a statement regarding the goals of a madrasah which is expressed through the services offered and the needs that can be addressed., the values acquired, and future hopes and aspirations. Meanwhile, the mission is an explanation of what an educational institution must do to realize its vision and mission. With the existence of a madrasah mission, the goals of the madrasah's vision can be more focused and directed.<sup>43</sup>

### **Internal Analysis**

After the madrasah has formulated its vision, mission, and objectives as ideals or visions the principal wishes to achieve in the future, the next step is internal analysis. Internal analysis involves analyzing existing and occurring conditions within the madrasah that influence the achievement of its goals and objectives. Therefore, the madrasah principal must identify the weaknesses and strengths within the madrasah.

The environmental situation is characterized by weaknesses in teachers' frequent late arrivals to school. The principal's role is to firmly address this issue. The lack of discipline is linked to the time teachers need to adapt to the new learning system. Given these weaknesses, the principal has taken the initiative to take steps to address them.

The principal pays attention to the internal analysis of the school and analyzes it so that the weaknesses and strengths found can be addressed by implementing the actions described by the principal previously. The principal plays a crucial role in motivating his or her teachers to perform well. The principal must also take action by giving awards to high-achieving teachers, as this serves as a form of motivation for other teachers, encouraging them to compete and improve their performance.

Madrasah principals must be wise in addressing weaknesses and strengths within the madrasa, particularly in teacher performance. The way to address weaknesses in teacher performance is through careful communication so that they can be conveyed effectively. Communication is a crucial step in creating a positive environment. Madrasah principals must always be wise in taking decisive action without harming others. This is what can change the bad habits of some teachers who still have them.

Based on the results of internal research at MTs Annuriyah Bontocini, Jeneponto Regency, it can be concluded that the Principal has demonstrated an effective strategic leadership

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<sup>42</sup> Sudadi. Manajemen Startegik dalam Mewujudkan Kualitas Pendidikan di MTSN 7 Kebumen. *Jurnal Inspirasi*, Vol.6.No. 1. 2022, h.46

<sup>43</sup> Zusniya Fatmawati, *Komunikasi Kepala Sekolah dengan Warga Sekolah untuk Mewujudkan Visi dan Misi Sekolah*, *Jurnal Adminitrasi dan Manajemen Pendidikan*, Vol. 1, No.2, 2018.h.199

role in responding to and addressing the school's internal weaknesses. The main weaknesses identified were a lack of teacher discipline, such as frequent late arrivals, and the presence of teachers who taught outside their field of study. To address this, the Principal leveraged internal strengths by implementing a series of strategic steps. These steps include:

1. **Motivation and Coaching:** Creating a harmonious and cooperative work situation, giving rewards to high-achieving teachers, and giving sanctions or warnings to those who violate.
2. **Communication and Affirmation:** Conducting personal communication (heart to heart) and being wise in reprimanding problematic teachers, without public shaming, to encourage changes in bad habits and increased discipline.
3. **Professional Development:** Providing teaching opportunities that are appropriate to the teacher's field of study, as well as holding regular meetings and coaching to evaluate performance and improve teacher pedagogical skills, including guiding the preparation of learning tools.

The above conclusion is strengthened by Yuliana, internal analysis is a narrower factor and is closer to the madrasah such as the internal factors of the madrasah in this case such as students, teachers and the head of the madrasah which will have an impact on the madrasah itself.<sup>44</sup> Heranimus, internal analysis includes several things; Identifying real data, including participants education, education staff, infrastructure, financing and madrasah programs identify the strengths and weaknesses of madrasahs that can support the development of local potential advantages that have been identified and describe the readiness of madrasahs based on the results of the identification of the strengths and weaknesses of madrasahs that have been analyzed.<sup>45</sup>

### **External Analysis**

External analysis is a continuation of the internal analysis, prioritizing opportunities and threats. After analyzing the strengths and weaknesses in accordance with the madrasah's situation, this stage must ensure that the internal analysis is running in accordance with the principal's expectations in an effort to improve teacher performance, as explained above. At this stage, the principal takes steps to develop opportunities to improve teacher performance, considers policies for disciplining teachers, and motivates teachers to improve their performance.

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<sup>44</sup> Devi Yulianti, *Analisis Internal dan Eksternal dalam Pencapaian Tujuan Perusahaan*, *Jurnal Sosiologi*, Vol.16. No. 2, 2015, h 105

<sup>45</sup> Heronimus Delu Pingge, *Kearifan Lokal dan penerapannya DI Sekolah*, *Jurnal Edukasi Sumba*, Vol.01, No.02, 2017, h.113

Performance assessments serve as a benchmark used by madrasah principals to assess teacher discipline. Teachers who lack discipline are reprimanded and advised to pay more attention to their responsibilities as educators, who indirectly serve as role models for students. Madrasah principals provide teachers with a comfortable environment to teach materials aligned with their educational competencies. Teachers' educational backgrounds must be aligned with the subjects they teach to improve school quality and facilitate the delivery of mastered teaching materials.

The opportunities and threats of strategic management regarding several steps have more or less brought changes to teacher performance. Previously, the curriculum at MTs Annuriyah Bontocini, Jeneponto Regency, had undergone revisions to adjust to teacher capabilities, but in reality, this had an impact on students whose knowledge was not equivalent to national standards. Therefore, this problem was focused on teachers who were less competent to participate in training that would improve their quality so that the knowledge taught could be conveyed and the method of delivery would be easier to understand.

The principal of the madrasah always provides solutions and motivation to teachers who teach outside their field. Based on external analysis in maintaining teacher performance at MTs Annuriyah Bontocini, Jeneponto Regency. In developing opportunities and threats to teacher performance, it is applied by the principal. The principal of the madrasah in an effort to improve teacher performance is by providing coaching to teachers. The principal must really pay attention to the MGMP (Subject Teacher Consultation) program by evaluating teacher performance in resolving opportunities and threats that exist in the madrasah at MTs Annuriyah Bontocini, Jeneponto Regency.

The role of the madrasah principal in improving teacher performance is to provide guidance to teachers. The madrasah principal must pay close attention to the MGMP (Subject Teacher Consultation) program by evaluating teacher performance in addressing opportunities and threats at the madrasah at MTs Annuriyah Bontocini, Jeneponto Regency.

The forum serves as a platform for teachers to improve their performance. This, of course, is inextricably linked to the sound decisions of the madrasah principal. Furthermore, policies are in place to mitigate threats, ensuring teachers understand the subjects they teach, even if they're not within their field.

Khoirul further clarified the above conclusion, explaining that external analysis encompasses the environment that directly impacts the operations of educational institutions, including the various potentials and circumstances within the educational sector that the madrasah focuses on, the competitive landscape, the customer base, and the users of graduates. All of these factors influence the strategy used to support the implementation of education in achieving its

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goals.<sup>46</sup> Heronimus, External analysis involves analyzing real data from the madrasah's external environment, including the school committee, education council, and other government agencies/institutions. External analysis must consider three things: local excellence, determining the type of local excellence, and local excellence competencies.<sup>47</sup>

### **Changes in Teacher Performance as an Impact of the Implementation of Strategic Management by the Madrasah Principal at Annuriyah Bontocini Jeneponto Middle School.**

The implementation of strategic management by the madrasah principal at MTS Annuriyah Bontocini Jeneponto has had a significant impact on teacher performance. Teachers not only experienced increased competence and professionalism, but also became more disciplined, motivated, and innovative in their teaching. Further impacts are evident in the improved quality of learning, increased student achievement, and the development of a collaborative work culture within the madrasah. Thus, strategic management implemented by the madrasah principal has proven to be a crucial instrument in creating optimally performing teachers and supporting the achievement of the madrasah's overall educational goals.

Teacher performance is a work result in terms of quality and quantity that teachers want to achieve in carrying out their duties in accordance with their responsibilities as teachers. In other words, teachers must do their best to carry out their duties without knowing the word give up in carrying out their duties. Based on the results of research at MTs Annuriyah Bontocini, Jeneponto Regency, the implementation of strategic management by the madrasah principal has been proven to bring positive and significant changes to teacher performance.

Teachers experienced positive changes in the form of increased competence, discipline, and work motivation. The implementation of strategic management by the madrasah principal encouraged teachers to be more professional, innovative, and responsible in carrying out their teaching duties. This resulted in changes in teacher performance, particularly in improving pedagogical and professional competence, work discipline, and commitment. The madrasah principal, as a strategic leader, was able to provide clear direction, encouraging teachers to demonstrate initiative, improve the quality and variety of learning, and prepare more comprehensive teaching tools. However, differences in teacher backgrounds and motivations led to variations in performance improvement; this underscores the need for a more personalized and intensive coaching approach.

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<sup>46</sup>Muhammad Khoirul Umam, *Analisis Lingkungan Strategi dalam Corak Penyelenggaraan Pendidikan Islam, Jurnal AL-Hikmah*, Vol.4 No. 2, 2016,h,3

<sup>47</sup> Heronimus Delu Pingge, *Kearifan Lokal dan penerapannya DI Sekolah, Jurnal Edukasi Sumba*, Vol.01, No.02, 2017,h.113

Coaching for madrasah principals improves teachers' technical competency, particularly in developing learning materials and using digital media. This has a direct impact on improving the quality of classroom learning. This type of coaching can influence teachers' work motivation, as they feel they are being cared for.

The form of success referred to, based on the interview results, is the teacher's ability to organize performance improvement strategies, such as establishing good communication, carrying out tasks and obligations, and providing additional administrative training to develop the quality of educators. Rewarding each success is one factor that motivates teachers to carry out their duties properly and also respond well to reprimands given in the form of coaching, which should be able to serve as a standard in addressing a problem.

Teachers experienced positive changes in the form of increased competence, discipline, and work motivation. The principal's implementation of strategic management encouraged teachers to be more professional, innovative, and responsible in carrying out their teaching duties. The principal not only planned strategies but also emphasized sustainability and consistency through regular evaluations, awards, and mentoring for teachers in need.

To maintain the impact of the changes felt by teachers, the principal has his own way of maintaining consistent teacher performance after the program is implemented. Teachers experience positive changes in the form of increased competence, discipline, and work motivation. The implementation of strategic management by the principal encourages teachers to be more professional, innovative, and responsible in carrying out their teaching duties.

Madrasah principal coaching improves teachers' technical competency, particularly in developing learning materials and using digital media. This has a direct impact on improving the quality of classroom learning. This type of coaching can influence teachers' work motivation, as they feel they are being cared for. The principal's strategic management impacts teacher motivation. This approach, which emphasizes not only supervision but also support and recognition, encourages teachers to be more enthusiastic about teaching. The success of a teacher in this case is seen in the final results and this is also very important which will become a reference material in the teaching process and the madrasah principal also gets the results given to the teacher as a result of several suggestions given to the teacher.

The principal's implementation of strategic management significantly impacts teacher discipline. Regular monitoring makes teachers more disciplined in carrying out their duties, particularly regarding attendance and implementing teaching schedules. Awareness of the importance of discipline also increases because the principal consistently emphasizes the value of an educator's moral responsibility. This discipline not only benefits the smooth running of the teaching and learning process but also serves as a positive role model for students. Thus, the

principal's strategies successfully instill professional values and positive character within the madrasah environment.

Interviews with the principal and teachers concluded that the implementation of strategic management significantly improved teacher performance at MTs Annuriyah Bontocini Jeneponto. The principal successfully developed a clear and focused strategy, while teachers experienced direct impacts in the form of improved competence, discipline, and motivation. This created synergy between the principal and teachers in efforts to improve the quality of madrasa education.

## **CONCLUSION**

Based on research conducted at Tsanawiyah Annuriyah Bontocini, Jeneponto Regency, it can be concluded that the planning and implementation of strategic management by the Principal of Madrasah Tsanawiyah Annuriyah Bontocini, Jeneponto Regency, has been significantly successful in improving teacher performance.

This process is carried out systematically and in stages, encompassing strategy formulation (needs analysis and target setting), implementation (through comprehensive programs such as training, workshops, and academic supervision), and strategy evaluation and control. As a result, teacher performance shows tangible positive changes, particularly in improving pedagogical and professional competencies, work discipline, initiative, and commitment, supported by clearer motivation and work direction. The madrasah principal acts as a strategic leader who aligns all resources with the madrasah's vision and mission, creating a positive work culture. However, maximum effectiveness is still hampered by challenges such as limited budget, resources, implementation time, and differences in individual teacher readiness/motivation. Therefore, flexibility, continuous evaluation, and a more personalized coaching approach are needed to ensure the sustainability and optimization of the positive impact of this strategic management.

## **Research Implications**

The implications of this study indicate that the Principal's Strategic Management provides a real and significant contribution to improving Teacher Performance at Madrasah Tsanawiyah Annuriyah Bontocini. Practically, this finding underscores the importance of the Principal's role as a strategic leader who not only formulates strategies systematically (internal-external analysis and target setting) but also implements them through comprehensive programs (training, workshops, academic supervision, and work ethic development).

Improved teacher performance is evident in aspects of pedagogical competence, professionalism, work discipline, initiative, and commitment. Another important implication is

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that to achieve maximum effectiveness and overcome constraints such as limited budgets, resources, and variations in individual teacher motivation, strategic management must be implemented with flexibility, continuous evaluation, and a more personalized and intensive coaching approach. This demonstrates the importance of personal and adaptive leadership strategies in optimizing the potential of all madrasah human resources.

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