



Strategic Management of Madrasah Principals in Strengthening Human Resources to Improve Educational Quality in Private Madrasahs in Mamuju Tengah Regency

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Abstrak

Manajemen strategis kepala madrasah menjadi faktor penting dalam penguatan sumber daya manusia dan peningkatan mutu pendidikan pada madrasah swasta. Penelitian ini bertujuan untuk menganalisis strategi kepala madrasah dalam merencanakan, mengorganisasikan, melaksanakan, dan mengevaluasi penguatan sumber daya manusia pendidikan di madrasah swasta di Kabupaten Mamuju Tengah. Penelitian menggunakan pendekatan kualitatif deskriptif dengan teknik pengumpulan data melalui observasi, wawancara mendalam, dan dokumentasi. Informan penelitian meliputi kepala madrasah, guru, tenaga kependidikan, komite madrasah, dan perwakilan yayasan yang dipilih secara purposive. Data dianalisis melalui tahapan reduksi data, penyajian data, serta penarikan kesimpulan dan verifikasi. Hasil penelitian menunjukkan bahwa kepala madrasah menerapkan manajemen strategis melalui analisis kebutuhan SDM, penyusunan program kerja berbasis mutu, penguatan kompetensi guru, optimalisasi tenaga kependidikan, supervisi akademik, pembinaan budaya kerja, serta kolaborasi dengan yayasan dan masyarakat. Penguatan SDM berdampak pada meningkatnya kedisiplinan, kualitas layanan pembelajaran, tertib administrasi, dan kepercayaan masyarakat. Penelitian ini menyimpulkan bahwa manajemen strategis kepala madrasah yang terarah, partisipatif, dan berkelanjutan mampu memperkuat kapasitas SDM dan mendorong peningkatan mutu pendidikan pada madrasah swasta.

Kata Kunci: *Manajemen Strategis, Kepala Madrasah, Sumber Daya Manusia, Mutu Pendidikan, Madrasah Swasta*

Abstract

Strategic management by madrasah principals is a critical factor in strengthening human resources and improving educational quality in private madrasahs. This study aims to analyze the strategies used by madrasah principals in planning, organizing, implementing, and evaluating human resource strengthening in private madrasahs in Mamuju Tengah Regency. This research employed a descriptive qualitative approach. Data were collected through observation, in-depth interviews, and documentation involving madrasah principals, teachers, educational staff, madrasah committee members, and foundation representatives selected purposively. Data were analyzed through data condensation, data display, conclusion drawing, and verification. The findings show that madrasah principals implemented strategic management through human resource needs analysis, quality-based work program formulation, teacher competency development, optimization of educational staff, academic supervision, work culture development, and collaboration with foundations and the community. Human resource strengthening contributed to improved teacher discipline, learning services, administrative order, work motivation, and public trust. The study concludes that directed, participatory, and sustainable strategic management by madrasah principals can strengthen human resource capacity and support educational quality improvement in private madrasahs.

Keywords: *Strategic Management, Madrasah Principal, Human Resources, Educational Quality, Private Madrasah*

Introduction

Educational quality is a central indicator of the success of an educational institution in organizing learning, developing students' potential, and responding to community expectations. In private madrasahs, educational quality is

not determined only by facilities, curriculum, or student input, but also by the capacity of human resources that manage learning and educational services. The madrasah principal has a strategic position as a planner, organizer, leader, supervisor, and quality controller. Therefore, the

ability of principals to apply strategic management becomes increasingly important when private madrasahs face limitations in professional staff, funding, facilities, and institutional support (Bush, 2020; Mulyasa, 2013).

Strategic management in education refers to a systematic process of formulating institutional direction, analyzing internal and external environments, selecting priority strategies, implementing programs, and evaluating quality achievements continuously. In practice, strategic management should not stop at producing work-plan documents; it must be translated into managerial actions that address the real needs of the madrasah. In strengthening human resources, strategic management includes mapping teacher and staff competencies, assigning duties proportionally, improving performance, conducting academic supervision, providing training, developing a professional work culture, and building collaboration with stakeholders (Bryson, 2018; David & David, 2017).

Private madrasahs have managerial characteristics that differ from public madrasahs. Many private madrasahs grow through the support of foundations, madrasah committees, community participation, and institutional independence. This condition creates opportunities for innovation, but it also produces challenges related to human resource availability, teacher employment status, limited incentives, administrative burdens, and community trust. Consequently, the principal must be able to transform limitations into institutional strengths through careful planning, priority setting, and participatory leadership.

In the context of Mamuju Tengah Regency, private madrasahs play an important role in expanding access to faith-based education and developing students' character. However, they also need to strengthen their competitiveness in order to respond to social change, curriculum demands, digital administration, and accreditation standards. The strengthening of teachers and educational staff is therefore a strategic agenda. Teachers are expected to improve lesson planning, classroom management, instructional methods, assessment practices, and technology use, while educational staff must be able to provide orderly, responsive, and accountable administrative services.

Human resources in education consist of teachers, educational staff, madrasah principals, foundation administrators, committees, and other supporting elements involved in school management. Teachers play a central role in learning quality, while educational staff support student services, data management, correspondence, archives, and reporting. When these human resources are not managed strategically, the madrasah may experience weak coordination, low work discipline, poor administrative order, and less effective learning services. Thus, HR development should become a continuous institutional priority (Armstrong & Taylor, 2020).

A madrasah principal as a strategic manager cannot rely only on routine administration. The principal must identify institutional strengths, weaknesses, opportunities, and threats, and translate the analysis into relevant programs. This role requires the ability to mobilize teachers and staff, build communication with foundations and committees, and ensure that each program contributes to educational quality. In other words, strategic management integrates leadership,

supervision, motivation, collaboration, and evaluation into one continuous improvement cycle.

This study is important because many discussions of madrasah quality focus on facilities, curriculum, or student achievement, while the managerial process of strengthening human resources in private madrasahs is often less explored. The novelty of this article lies in explaining how strategic management by madrasah principals can become an integrated model of HR strengthening and educational quality improvement in private madrasahs. The study also highlights the roles of foundations, committees, and community support as essential factors in the sustainability of private madrasah management.

Based on the background above, this study addresses three main questions: how do madrasah principals formulate strategic management for human resource strengthening; how are HR strengthening programs implemented in private madrasahs; and how does HR strengthening contribute to educational quality improvement. The findings are expected to provide practical recommendations for madrasah principals, foundations, committees, and education policymakers in designing more effective strategies for private madrasah development.

Method

This study used a descriptive qualitative approach. The approach was selected because the research aimed to understand in depth the strategic management practices of madrasah principals in strengthening human resources to improve educational quality. A qualitative approach enables the researcher to explore managerial processes, leadership patterns, work culture, and stakeholder involvement in a natural setting (Creswell & Poth, 2018).

The research location was private madrasahs in Mamuju Tengah Regency. The selection of this setting was based on the characteristics of private madrasahs, which commonly face challenges in HR development, administrative management, funding, community participation, and institutional competitiveness. The research focused on the role of principals in analyzing HR needs, designing programs, implementing supervision and development, and evaluating the contribution of HR strengthening to educational quality.

The informants were selected purposively, consisting of madrasah principals, teachers, educational staff, madrasah committee members, and foundation representatives. The principals served as the main informants because they directly formulated and implemented strategic management. Teachers and educational staff provided information about professional development, supervision, task distribution, administrative services, and work culture. Committee members and foundation representatives provided information about institutional support and community participation.

Data were collected through observation, in-depth interviews, and documentation. Observation was used to examine work culture, learning services, administrative activities, and coordination practices. Interviews were conducted to explore the strategies, challenges, and follow-up actions of principals in strengthening HR. Documentation was used to review work programs, supervision notes,

meeting minutes, teacher assignment documents, training records, and other institutional documents relevant to quality improvement.

The main research instrument was the researcher, supported by interview guidelines, observation sheets, and documentation formats. Data trustworthiness was ensured through source triangulation and technique triangulation. Source triangulation was conducted by comparing information from principals, teachers, educational staff, committees, and foundations. Technique triangulation was conducted by comparing interview findings with observation and documentation. This procedure was used to ensure that the findings were credible and grounded in multiple sources of evidence.

Data analysis followed the Miles, Huberman, and Saldaña (2014) model, which consists of data condensation, data display, and conclusion drawing or verification. The collected data were condensed according to the research focus, such as HR needs analysis, planning, organizing, implementation, supervision, evaluation, and quality improvement. The data were then displayed narratively and in tables to identify patterns, relationships, and emerging themes. Conclusions were drawn gradually and verified through repeated reading of the data.

Result

The findings show that the strategic management of madrasah principals in strengthening human resources in private madrasahs in Mamuju Tengah Regency was implemented through interconnected stages. The process began with an analysis of HR needs, followed by quality-based program planning, teacher and staff development, work culture strengthening, stakeholder collaboration, and continuous evaluation. These stages formed a managerial cycle that supported the improvement of learning, administration, discipline, and public trust.

Table 1. Strategic management stages of madrasah principals

Strategic Stage	Activities and quality orientation
Environmental analysis	Mapping teachers, educational staff, facilities, work culture, and foundation support as the basis for priorities
Program planning	Formulating work programs, quality targets, supervision schedules, and HR development activities
Organizing	Assigning tasks according to competence, forming teams, and improving administrative workflow
Implementation	Internal training, academic supervision, evaluation meetings, and teacher mentoring
Evaluation	Performance monitoring, supervision follow-up, reflection, and program improvement

Source: Research data analysis

1. HR needs analysis as the basis for strategic planning

Madrasah principals conducted HR needs analysis by identifying the number of teachers, the relevance of teaching assignments to educational background, employment status, workload, pedagogical competence, administrative competence, and readiness to use technology. This analysis helped principals determine priority areas for teacher development. For example, teachers who needed support in preparing lesson plans were guided through academic supervision, while teachers who had difficulties using digital media were encouraged to join internal training.

In addition to teachers, principals also assessed the capacity of educational staff. The findings indicate that administrative staff play an important role in data management, student services, correspondence, archives,

and accreditation preparation. When educational staff lack adequate skills, the quality of institutional services is affected. Therefore, HR needs analysis was not limited to learning activities, but also included administrative services and institutional governance.

2. Quality-based HR strengthening program planning

Strategic planning was conducted by linking HR needs with educational quality indicators. Principals formulated work programs that prioritized academic supervision, teacher mentoring, internal training, routine evaluation meetings, administrative structuring, and collaborative programs with foundations and committees. Planning was generally discussed in meetings so that teachers and staff could understand the direction of the program and contribute suggestions based on their needs.

Teacher involvement in planning made HR development programs easier to implement. Teachers did not only receive instructions, but also proposed training needs, learning problems, and practical solutions. This participatory planning strengthened ownership of the program and reduced resistance to change. In this context, principals acted as facilitators who connected institutional goals with the actual needs of teachers and staff.

3. Teacher competency development

Teacher competency was strengthened through academic supervision, learning discussions, assistance in preparing teaching documents, and internal training. Principals used supervision not merely as an assessment instrument, but as a mentoring process. Supervision included classroom observation, review of lesson plans, feedback, and follow-up discussion. Through this approach, teachers were encouraged to improve instructional methods, student assessment, classroom interaction, and the use of learning media.

The findings show that teachers responded more positively to dialogic supervision. When principals provided feedback in a guiding manner, teachers became more open to improvement. This indicates that HR strengthening requires interpersonal sensitivity and effective communication. Principals who can create a supportive climate are more likely to motivate teachers to improve performance and develop professionally.

4. Strengthening educational staff and administrative services

Educational staff were strengthened through clearer task distribution, assistance in using administrative applications, archive management, and the improvement of student services. Principals emphasized that administrative services are part of educational quality because they influence student data accuracy, reporting, accreditation documents, and parent satisfaction. Therefore, staff development was directed toward improving accuracy, speed, discipline, and service responsibility.

Improved administrative services contributed to smoother reporting, better accreditation readiness, and stronger parental trust. For private madrasahs, service quality becomes part of the institution's public image. When services are orderly and responsive, the community tends to perceive the madrasah as more professional and reliable.

Table 2. HR strengthening programs and quality indicators

Program	Target and Quality Indicator
Academic supervision	Teachers: better lesson plans, teaching methods, and assessment practices
Routine evaluation meetings	Teachers and educational staff: service problems are identified and followed up quickly
Internal training	Teachers: improved use of learning media, assessment, and classroom management
Administrative structuring	Educational staff: more orderly data, archives, reports, and student services
Foundation and committee collaboration	All madrasah elements: stronger program support and public trust

Source: Research data analysis

5. Work culture and motivation as quality support

Principals built work culture through discipline, role modeling, open communication, and appreciation for teachers and staff. Role modeling was seen in punctuality, consistency in running programs, and readiness to assist teachers. Discipline was not developed only through rules, but also through shared awareness that each human resource has an important role in maintaining the quality of the madrasah.

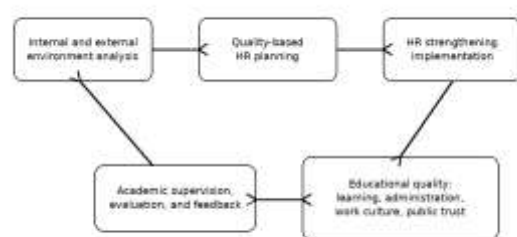
Work motivation was strengthened through nonmaterial appreciation such as verbal recognition, trust to lead programs, involvement in madrasah activities, and opportunities to attend training. In private madrasahs with limited budgets, nonmaterial motivation becomes important to maintain teacher and staff commitment. The findings indicate that appreciation, involvement, and a supportive work climate can increase responsibility and belonging.

6. Collaboration with foundations, committees, and the community

Collaboration was a key strategy in HR strengthening. Principals needed to communicate with foundations so that HR development policies received institutional support. Foundations could support teacher development, facility improvement, and policy direction. Madrasah committees and the community also contributed through moral support, program participation, and assistance in school activities.

The findings show that strong collaboration helped principals address internal limitations. Student development activities, simple facility improvements, religious programs, and social activities became easier to implement when foundations, committees, and communities worked together. Thus, strategic management in private madrasahs is not only internal, but also requires networking and stakeholder engagement.

Strategic Management Model for Human Resource Strengthening



The cycle positions HR development as the core strategy for improving private madrasah quality.

Figure 1. Strategic management model of madrasah principals in HR strengthening

7. Contribution of HR strengthening to educational quality

HR strengthening contributed to educational quality through four main aspects. First, learning quality improved because teachers became better prepared in designing lesson plans,

applying varied methods, and conducting assessment. Second, service quality improved because educational staff had clearer responsibilities and better administrative order. Third, the madrasah work culture became more disciplined through consistent habits. Fourth, public trust increased because the madrasah demonstrated more professional services.

Nevertheless, the study also found several obstacles, including limited budgets for HR development, unequal teacher ability in technology use, high administrative workloads, and dependence on foundation and community support. Principals addressed these obstacles by selecting priority programs, using internal training, building partnerships, and conducting gradual evaluation. This strategy shows that quality improvement in private madrasahs must be realistic, participatory, and sustainable.

Discussion

The findings confirm that strategic management by madrasah principals is an essential instrument for strengthening human resources in private madrasahs. Principals who are able to analyze HR needs can design programs that are more relevant and targeted. This is consistent with the concept of strategic management, which positions environmental analysis as the basis for organizational strategy formulation (Bryson, 2018; David & David, 2017). In private madrasahs, environmental analysis must include teachers, educational staff, students, foundations, committees, facilities, funding, and public trust.

HR strengthening through academic supervision and teacher development shows that educational quality cannot be separated from the quality of the learning process. Teachers are the main actors who determine students' learning experiences. However, teachers need guiding leadership in order to improve teaching documents, select appropriate methods, manage classrooms, and conduct assessment. The dialogic supervision found in this study was effective because teachers were positioned as partners in improvement rather than merely as objects of evaluation.

The findings regarding educational staff broaden the understanding that madrasah quality does not come only from classrooms, but also from service governance. Administrative staff, data operators, and service personnel play an important role in building a professional institutional image. Orderly administration supports accreditation, reporting, student services, and decision-making. Therefore, HR strengthening strategies should include educational staff, not only teachers. This finding is in line with total quality management, which emphasizes that all organizational members must be involved in quality improvement (Sallis, 2014).

Work culture is an important factor that connects strategic management with HR behavior. Strategic programs will not succeed without discipline, commitment, communication, and responsibility. Principals need to build work culture through role modeling and consistency. In private madrasahs, work motivation may be affected by limited incentives and employment status. Therefore, nonmaterial appreciation, a healthy work climate, involvement in decision-making, and opportunities for self-development are

relevant strategies to maintain HR commitment (Armstrong & Taylor, 2020; Yukl, 2013).

Collaboration with foundations and madrasah committees is another important finding. Private madrasahs cannot rely solely on the principal. Foundations determine institutional policy and resource support, while committees and communities strengthen the social legitimacy of the madrasah. If relationships among principals, foundations, committees, and the community are not synergistic, HR strengthening programs tend to be limited. Conversely, strong collaboration can broaden support for educational quality improvement.

Theoretically, this study shows that strategic management by madrasah principals works through a cycle consisting of needs analysis, program planning, HR organizing, development implementation, performance evaluation, and quality follow-up. This cycle should be repeated so that HR strengthening does not become a temporary program. Sustainable HR development can produce changes in work behavior, competence, and quality culture. Thus, principals need to position HR development as an institutional investment rather than an administrative routine.

Practically, private madrasahs in Mamuju Tengah Regency can develop HR strengthening strategies through several steps. First, they need to map teacher and staff competencies at the beginning of each academic year. Second, they should formulate development programs based on the mapping results. Third, academic supervision should be followed by constructive feedback. Fourth, monthly evaluation meetings can be optimized as a forum for problem solving. Fifth, collaboration with foundations, committees, universities, and training institutions should be expanded. Sixth, observable quality indicators, such as teaching document completeness, attendance discipline, data order, student achievement, and service satisfaction, should be established.

Therefore, strategic management by madrasah principals plays an important role in connecting resource limitations with quality improvement efforts. Principals with strategic thinking do not treat problems only as obstacles, but as the basis for determining improvement priorities. The success of the strategy is not always determined by the size of the budget, but by the accuracy of needs analysis, the ability to mobilize human resources, the consistency of evaluation, and the strength of institutional collaboration.

Conclusion

This study concludes that strategic management by madrasah principals in strengthening human resources in private madrasahs in Mamuju Tengah Regency is carried out through HR needs analysis, quality-based program planning, task organization, teacher competency development, educational staff strengthening, academic supervision, work culture development, evaluation, and collaboration with foundations and the community. These strategies show that the madrasah principal has a central role as a manager, leader, supervisor, motivator, and driver of madrasah quality.

Human resource strengthening contributes to educational quality improvement through better teacher readiness in learning, more orderly administrative services, stronger work discipline, more effective coordination, and increased

public trust. In private madrasahs, HR development should be implemented realistically according to institutional conditions, while still being directed toward sustainable quality achievement. Limited funding and facilities can be addressed through program prioritization, internal training, mentoring supervision, and institutional collaboration.

The implication of this study is that private madrasah principals need to make HR development a major strategic agenda in the madrasah work plan. Foundations and madrasah committees should also support programs that improve the competence of teachers and educational staff. Future research is recommended to use mixed methods or comparative studies across madrasahs to measure more quantitatively the relationship between HR strengthening strategies and educational quality indicators.

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