

Implementation of Strategic Management in Islamic Leadership to Improve Teacher Performance

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ABSTRACT

Improving teacher performance is an important issue in strengthening the quality of Islamic education in madrasahs. However, MA Mamba'ul Ulum Metro still faces several problems, including suboptimal managerial strategies, inconsistent implementation of Islamic leadership values, and weak performance evaluation systems that support teachers' professional development. This study aims to analyze the implementation of Islamic leadership strategic management in improving teacher performance. Specifically, this study identifies the forms of strategic planning based on Islamic values, explains the leadership practices of the madrasah principal in managing teachers, and analyzes the contribution of performance evaluation to teachers' motivation, professionalism, and creativity. This study employed a descriptive qualitative approach. Data were obtained through semi-structured interviews, participant observation, and institutional documentation, and were then analyzed thematically. The findings show that participatory planning, the implementation of the values of amanah, musyawarah, justice, and ihsan, as well as evaluation based on clear indicators, can strengthen teachers' motivation, discipline, professionalism, and pedagogical innovation. These findings also respond to the need for a more directed, ethical, and adaptive leadership pattern in madrasahs in addressing the demands of sustainable learning quality. The distinctive contribution of this study lies in affirming that Islamic leadership strategic management is not merely an administrative procedure, but a moral-strategic model that is relevant for improving madrasah teacher performance in a directed, participatory, contextual, applicable, effective, and sustainable manner.

Keywords: strategic management, Islamic leadership, teacher performance, Islamic education

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INTRODUCTION

Islamic education in the context of madrasah aliyah is not only intended to transfer knowledge but also to shape the character and professionalism of educators as the frontline actors in the learning process. Teachers, as key actors, play a decisive role in determining the quality of education through effective lesson planning and instructional implementation (Burić & Kim, 2020; Hettinger et al., 2021; Holzberger & Prestele, 2021). The ideal condition expected is that teachers possess high work motivation, innovation, and competence in Islamic value-based learning. However, preliminary observations at MA Mamba'ul Ulum Metro indicate a gap between this ideal condition and the actual situation, in which teachers' performance has not shown significant improvement in terms of instructional effectiveness and the use of innovative learning strategies.

The issue of teacher performance reflects broader managerial challenges in the context of Islamic education. Many studies have shown that low teacher performance is associated with weak implementation of effective leadership strategies at the institutional level (Saleem et al., 2020; Shen et al., 2021; Supriani et al., 2024). Leadership that is merely administrative in orientation tends to be unable to motivate teachers holistically, particularly in responding to the dynamic demands of 21st-century learning. As a result, a gap

emerges between expectations of teacher professionalism and the reality of practices occurring in schools or madrasahs.

Strategic management is a systematic approach involving the formulation, implementation, and evaluation of strategies aligned with an organization's vision and mission (Dhlamini, 2025; Köseoglu et al., 2020; Supriani, 2025). In the educational context, leadership strategy serves as an important instrument for directing, guiding, and integrating organizational values into all operational activities. Islamic values, such as trustworthiness, consultation, justice, and excellence, when internalized in leadership practices, can strengthen teachers' intrinsic motivation while also reinforcing their moral commitment in carrying out their professional duties (Al-Shamali et al., 2021; Asutay et al., 2022; Bashori et al., 2026; Wayoi et al., 2021).

The perspective of Islamic leadership offers ethical values that are morally oriented and attentive to the holistic development of individuals. The following studies show that Islamic leadership models combining spiritual values with strategic practices have a positive impact on teacher performance and job satisfaction (Abdelwahed et al., 2024; AFLAH et al., 2021; ASTUTI et al., 2020; Udin et al., 2022). Similar findings indicate that the implementation of Islamic leadership enhances teachers' involvement in decision-making processes, professional collaboration, and pedagogical innovation in value-based schools (Arar et al., 2022; Brooks et al., 2020). However, although various studies have demonstrated positive effects, empirical and contextual research at the madrasah aliyah level remains limited.

MA Mamba'ul Ulum Metro, as an Islamic educational institution, has unique characteristics in the implementation of Islamic values. However, there has been no systematic documentation of how Islamic strategic leadership is implemented and how it empirically affects teacher performance. This gap serves as the main basis of the present study in providing a concrete scientific contribution. By using a strategic management approach combined with the principles of Islamic leadership, this study seeks to bridge the gap between strategic management theory, Islamic values, and teacher performance practices in the madrasah context.

Based on the above discussion, this study aims to: (1) analyze the form of implementation of Islamic leadership strategic management at MA Mamba'ul Ulum Metro, and (2) evaluate the extent to which this implementation contributes to improving teacher performance. The research question is formulated as follows: "How is Islamic leadership strategic management implemented at MA Mamba'ul Ulum Metro, and to what extent does this strategy affect teacher performance?" The novelty of this study lies in the empirical integration of educational strategic management theory and Islamic leadership principles in the context of madrasah aliyah, which has rarely been examined in depth.

Thus, the findings of this study are expected to provide a theoretical contribution in the form of an integrative conceptual model between strategic management and Islamic leadership that is relevant to the development of Islamic educational management. In addition, practically, this study is expected to serve as a reference for madrasah stakeholders in formulating strategic policies to improve teacher professionalism and performance, as well as to strengthen Islamic educational institutions in facing contemporary pedagogical challenges.

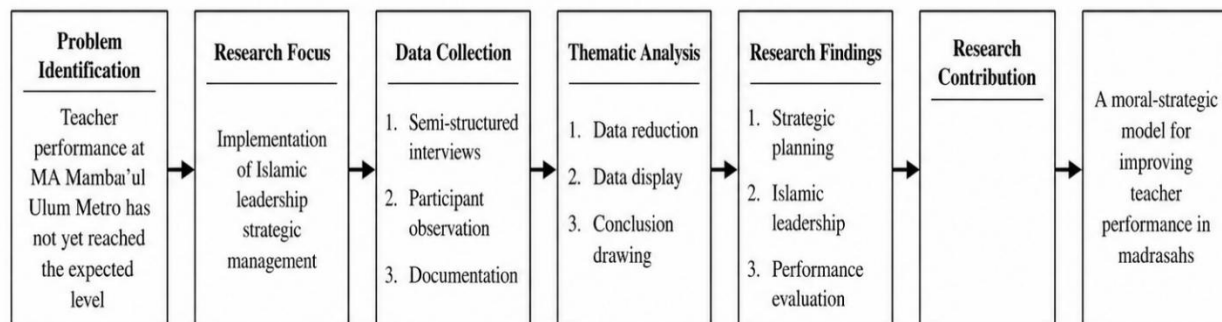
METHOD

This study employed a descriptive qualitative approach to provide an in-depth description of the implementation of Islamic leadership strategic management in improving teacher performance at MA

Mamba'ul Ulum Metro. This approach was selected because the study focused on understanding the processes, meanings, and leadership practices that occur naturally within the madrasah environment. The research subjects consisted of the head of the madrasah and teachers, who were selected purposively because they had direct experience in strategic planning, the implementation of Islamic leadership, and teacher performance evaluation.

To clarify the stages of the research, this study was arranged within a conceptual framework that connects three main components: strategic management, Islamic leadership values, and teacher performance. Strategic management includes the planning, implementation, and evaluation of madrasah programs. Islamic leadership includes the values of trustworthiness, consultation, justice, and excellence. These two components were analyzed to examine their contribution to improving teachers' motivation, professionalism, discipline, creativity, and pedagogical innovation.

Figure 1. Research Conceptual Framework Flowchart



Data were collected through semi-structured interviews, participant observation, and institutional documentation. Interviews were used to explore the views of the head of the madrasah and teachers regarding leadership practices, management strategies, and their impact on performance. Observations were conducted to directly examine the processes of mentoring, communication, consultation, and teacher performance evaluation. Documentation was used to review madrasah documents, such as program plans, meeting records, evaluation instruments, and teacher performance reports.

Data analysis was conducted thematically through three stages: data reduction, data display, and conclusion drawing. The data obtained from interviews, observations, and documentation were classified based on the main themes of the study, namely strategic planning based on Islamic values, the implementation of Islamic leadership, teacher motivation, and performance evaluation. Data validity was maintained through source and technique triangulation by comparing the results of interviews, observations, and documents so that the findings would be more consistent, credible, and aligned with the empirical conditions of the madrasah.

FINDINGS AND DISCUSSION

Findings

Islamic Value-Based Strategic Planning

Strategic planning at MA Mamba'ul Ulum Metro begins with the formulation of the madrasah's vision and mission, which emphasize Islamic values. The head of the madrasah, together with the teachers, conducts deliberations to determine the priorities of the annual programs. Each teacher is given the opportunity to express aspirations and provide recommendations related to curriculum development. This

process ensures that the formulated strategies are relevant to the context of Islamic education. Teacher participation also strengthens their sense of ownership of the programs being implemented.

The strategic planning document includes learning targets, innovations in teaching methods, and professional development programs. This plan is clearly communicated to all teachers and administrative staff. Observations indicate that teachers understand their roles in achieving the established goals. Each program has specific and measurable success indicators. This facilitates the periodic evaluation of strategy implementation.

Teacher deliberation meetings are conducted every semester to evaluate strategic achievements. Teachers provide input regarding the suitability of programs to learning needs. The head of the madrasah adjusts the programs based on findings from the field. This re-planning process reflects strategic flexibility that is responsive to real conditions. This approach emphasizes that strategy is not merely an administrative formality, but a means of strengthening teacher performance.

The interview results show that teachers feel that Islamic value-based strategies help them prioritize their duties and responsibilities. Teachers become more focused on the quality of teaching and the development of students' character. They also feel motivated because the strategies are formulated participatively. The application of the principles of trustworthiness and deliberation serves as a guideline in making operational decisions. Thus, strategic planning functions as the foundation of effective school management.

Documentation shows that each program has a clear implementation and evaluation schedule. Teachers regularly record the achievements of learning activities. This enables transparent and accountable supervision. The head of the madrasah uses these data to provide guidance or intervention when necessary. The process of Islamic value-based strategic planning consistently supports the improvement of teacher performance.

Implementation of Islamic Leadership in Teacher Management

The head of the madrasah implements Islamic leadership by prioritizing the values of trustworthiness, justice, and excellence in teacher management. Every strategic decision is carried out by considering teacher welfare and the continuity of learning. Observations of daily activities show open communication between the head of the madrasah and the teachers. Teachers feel that they are considered in every operational decision-making process. This approach creates a harmonious and supportive work environment.

Islamic leadership is implemented through mentoring practices and regular guidance. The head of the madrasah provides direction both individually and in groups to develop teacher competence. Teachers receive constructive feedback related to teaching methods and classroom management. This approach increases teachers' awareness of their professional responsibilities. In addition, teachers become more proactive in solving learning problems.

The interviews found that teachers feel motivated by leadership that emphasizes integrity and justice. They perceive that every policy is made by considering moral and professional values. This increases teachers' loyalty and commitment to the madrasah. Teachers also feel more comfortable proposing innovative ideas in learning activities. This positive impact can be seen in the improvement of teamwork and active involvement in school activities.

The head of the madrasah also applies the principle of deliberation to resolve internal conflicts. Every problem is discussed with the teachers before a decision is made. This strategy encourages transparency and participation in school management. Teachers feel that they have collective responsibility for learning outcomes. This process strengthens a professional culture based on Islamic values.

The implementation of Islamic leadership shows a positive relationship with teacher performance. Teachers who feel morally and professionally supported tend to be more disciplined and creative. Classroom observation data show improvements in teaching quality and interaction with students. The head

of the madrasah monitors achievements periodically and adjusts strategies when necessary. Thus, Islamic-based leadership becomes a key instrument in improving teacher performance.

The Impact of Leadership Strategies on Teacher Motivation

Teacher motivation at MA Mamba'ul Ulum Metro increased significantly after the implementation of Islamic leadership strategies. Teachers reported an intrinsic drive to perform their duties more optimally. They felt appreciated and cared for by the leadership. This motivation was reflected in teachers' readiness to prepare additional learning materials. This condition indicates a close relationship between leadership strategies and professional commitment.

Observations of learning activities show that teachers are more active in using innovative methods. Teachers enrich learning materials through thematic and character-based approaches. This increases student engagement in the learning process. Interview data strengthen the finding that teachers feel this strategy helps them achieve learning targets. Teacher work motivation is also reflected in their participation in extracurricular activities and self-development programs.

The head of the madrasah provides rewards and recognition for teacher achievements. These rewards include public appreciation, certificates, and opportunities to participate in training. Teachers feel valued and motivated to maintain their performance. This practice integrates Islamic values into achievement management. Its impact can be seen in the increase of creativity in developing teaching methods and pedagogical innovations.

The leadership's open communication strategy supports teacher motivation. Teachers are free to express ideas, criticism, and suggestions without fear of being blamed. This fosters self-confidence and responsibility. Documentation from teacher meetings shows that many initiatives emerged from teacher input. This increased motivation contributes to the effectiveness of madrasah program implementation.

The results of data triangulation from interviews, observations, and documents show consistent findings. Increased teacher motivation is recorded in the semester performance reports. Teachers become more active in designing creative and innovative teaching methods. Islamic leadership strategies have proven capable of facilitating performance improvement. Thus, teacher motivation becomes an indicator of the successful implementation of the strategy.

Evaluation and Improvement of Teacher Performance

Teacher performance evaluation is conducted periodically using instruments that assess professionalism, creativity, and classroom management. The head of the madrasah and the assessment team use checklists and rubrics based on agreed indicators. Observations show that teachers clearly understand the assessment criteria. Evaluation is conducted through a developmental approach, not merely as a form of penalty. This creates a constructive evaluation atmosphere that supports the improvement of learning quality.

Documentation data show that most teachers demonstrate progress in teaching and classroom management indicators. Teachers who were previously less innovative have begun to apply active learning strategies. The head of the madrasah provides regular feedback and mentoring based on the evaluation results. This strengthens the practice of continuous improvement. This impact shows a positive relationship between structured evaluation and improved teacher performance.

The interview results indicate that teachers appreciate evaluation based on Islamic leadership strategies. Teachers feel that the evaluation process is fair, transparent, and oriented toward self-development. They are motivated to improve their weaknesses and maintain their strengths. This strategy reduces stress and resistance toward evaluation. Evaluation becomes a professional learning tool for teachers.

Classroom observation analysis shows an improvement in the effectiveness of teacher-student interaction. Teachers are more systematic in preparing materials and managing learning time. Students appear more active and motivated to participate in learning activities. Documentation of scores and

observation notes supports this finding. Performance evaluation consistently contributes to the achievement of academic standards and student character development.

Evaluation integrated with Islamic leadership strategies enables the madrasah to design sustainable improvement programs. Every evaluation finding is used to formulate improvement plans and training programs. Teachers have a clear understanding of performance expectations and goals. The long-term impact can be seen in the stability of learning quality. Thus, structured evaluation is a key factor in the successful implementation of Islamic leadership strategic management.

Discussion

Strategic Planning and Teacher Performance

The findings show that Islamic value-based strategic planning significantly supports the improvement of teacher performance. Teachers who are involved in the process of consultation and planning demonstrate higher motivation and a stronger ability to implement learning programs effectively. This finding emphasizes the importance of structured strategic planning in achieving organizational goals (Faza & Moko, 2025; Ojha et al., 2020; Thaher & Jaaron, 2022). By incorporating Islamic values, madrasahs are able to integrate moral and professional aspects into teacher management. This study confirms that participatory planning is not merely an administrative procedure, but also an instrument for building commitment and professional discipline.

The data analysis shows that the use of clear success indicators enables more effective evaluation and supervision. Teachers understand the targets that must be achieved and are able to adjust their teaching methods according to students' needs. This supports previous findings that transparent performance indicators improve accountability and teaching quality (Barbato et al., 2022; Sarrico, 2022). Therefore, Islamic value-based strategic planning not only increases teacher motivation but also strengthens school governance. The implication of this study emphasizes the need to develop an indicator framework based on moral and strategic values.

For future research, it is recommended to explore the influence of strategic planning on student learning outcomes. Further studies may use a quantitative design to measure the direct impact of strategic indicators on academic achievement. In addition, comparative studies among Islamic value-based madrasahs may strengthen the generalizability of the findings. This approach will help identify best practices in Islamic educational strategic management. A focus on students will complement the understanding of strategy effectiveness from the perspective of educational outputs.

Islamic Leadership and Teacher Motivation

The implementation of Islamic leadership has been proven to increase teacher motivation through the application of the principles of trustworthiness, justice, and consultation. Teachers feel valued and involved in decision-making, which increases their intrinsic motivation. This finding supports previous studies that emphasize the influence of Islamic leadership on teacher engagement and loyalty (Alazmi, 2025; Alazmi & Bush, 2024). A supportive work environment encourages teachers to innovate in their teaching methods. This indicates that moral leadership affects not only teacher behavior but also the quality of learning.

Leadership that combines regular coaching and mentoring increases teachers' professional awareness. Teachers receive constructive feedback that facilitates the development of their competencies. This result is consistent with previous studies emphasizing the integration of spiritual values into managerial strategies to improve the performance of educational staff (Nurabadi et al., 2021; Subhaktiyasa et al., 2024). Motivated teachers tend to be more proactive in solving learning problems. This shows that Islamic leadership functions as a catalyst for innovation and effectiveness.

Future research is recommended to examine the relationship between teacher motivation and pedagogical innovation using a quantitative approach. Longitudinal research can evaluate the influence of Islamic leadership on long-term motivation. Additional studies may also measure the impact of leadership

on teacher retention and job satisfaction. The results will strengthen the argument that moral value-based leadership has broad implications for educational management. Emphasizing longitudinal data can clarify trends in teacher performance changes over time.

Teacher Performance Evaluation and Strategy Implementation

The findings show that structured performance evaluation contributes to the improvement of teacher professionalism. Clear, indicator-based evaluation instruments enable teachers to understand the expectations and standards they must achieve. This finding indicates that transparent evaluation improves teacher accountability (Paufler et al., 2020; Tuytens et al., 2020). An evaluation approach that prioritizes coaching helps teachers receive feedback openly. This supports a culture of continuous improvement in madrasahs.

Further analysis shows that regular feedback and evaluation-based mentoring improve teaching effectiveness. Teachers become more creative in developing learning materials and instructional strategies. Previous studies emphasize the importance of continuous feedback in supporting the performance of educational staff (Criss, Konrad, Alber-Morgan, & Brock, 2024; Criss, Konrad, Alber-Morgan, Brock, et al., 2024). The integration of evaluation with Islamic leadership strategies strengthens teacher motivation and commitment. This study confirms that evaluation is not merely an assessment activity, but also part of strategic management for professional development.

For future research, it is recommended to explore the relationship between teacher performance evaluation and student achievement. Quantitative research can measure the influence of evaluation on students' academic outcomes and behavior. Comparative studies among madrasahs may reveal the most effective evaluation practices. In addition, the use of indicators based on moral values and Islamic ethics can enrich evaluation instruments. The findings of such studies can serve as a basis for developing a sustainable and holistic evaluation system.

Integration of Strategy and Islamic Leadership in Improving Performance

The integration of strategic management and Islamic leadership has been proven to improve teacher performance comprehensively. Teachers are able to align their professional duties with the moral values implemented in the madrasah. This result is consistent with previous findings emphasizing that the combination of formal strategy and ethical principles improves the effectiveness of educational organizations (Guo et al., 2023; Sanches et al., 2022). Teachers who understand this integration tend to be more disciplined and creative. This shows the importance of maintaining a balance between managerial strategy and spiritual values.

Observations show that teachers involved in the integration of strategy and leadership are more proactive in learning innovation. They adapt their teaching methods to meet students' needs and academic standards. This finding supports the impact of Islamic value integration on teachers' professional commitment (Asutay et al., 2022; Bashori et al., 2026). A structured and supportive work environment facilitates the achievement of institutional goals. This study confirms that the integration of strategy and moral leadership improves the quality of teacher performance.

Future research is recommended to test the effectiveness of integrating strategy and Islamic leadership in different contexts. Experimental research can compare madrasahs that implement this integration with those that do not. In addition, the influence of this integration on student satisfaction, learning motivation, and academic achievement can become a research focus. Further studies may also develop a theoretical model that connects Islamic values, management strategy, and learning outcomes. This will broaden the contribution of the research to Islamic educational management at the global level.

CONCLUSION

Based on the research findings and analysis, it can be concluded that the implementation of Islamic leadership strategic management at MA Mamba'ul Ulum Metro not only improves teachers' professional performance but also strengthens their moral commitment and intrinsic motivation. The integration of Islamic values into each stage of strategic planning, implementation, and evaluation enables teachers to align their professional duties with ethical and spiritual principles, thereby creating a harmonious and productive learning environment.

These findings support the expectation outlined in the introduction, namely that strategy-based management and Islamic leadership can bridge the gap between ideal conditions and actual practices in madrasahs. In terms of implications, this study shows that a strategic approach that prioritizes moral values can serve as a model for other Islamic educational institutions in improving teacher professionalism and the quality of learning.

For future research, it is recommended to explore the impact of integrating strategy and Islamic leadership on students' academic achievement and character development, as well as to develop a more systematic theoretical model that connects spiritual values, managerial practices, and educational outcomes.

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