



The Role of Strategic Management in Improving the Competence of Islamic Religious Education Teachers

Opan Arifudin^{1*}, Ika Kartika²

¹Institut Agama Islam Rakeyan Santang, Indonesia

²Institut Agama Islam Nasional Laa Roiba Bogor, Indonesia

email: opan.arifudin@yahoo.com

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ABSTRACT

This study aims to describe and analyze the role of strategic management in improving the competence of Islamic Education teachers. The approach used in this study is qualitative with a case study method in several madrasas that implement strategic management in teacher competency development. Data were collected through in-depth interviews, observation, and documentation, then analyzed descriptively qualitatively. The results of the study indicate that strategic management plays a significant role in formulating teacher professional development programs, implementing ongoing training and coaching, and conducting systematic evaluation and monitoring. This strategy is able to significantly improve the pedagogical competence, personality, and professionalism of Islamic Education teachers. These findings confirm that the implementation of appropriate strategic management can be a key factor in improving the quality of learning and teacher quality, thereby supporting the achievement of quality Islamic Education learning goals. This study contributes to the development of more effective and sustainable educational management policies in the context of improving the competence of Islamic Education teachers.

Keywords : *Strategic Management; Teacher Competence; Islamic Religious Education.*



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INTRODUCTION

In the era of globalization and rapid scientific development, the quality of education is a key factor in developing competent and character-based human resources. Particularly in the context of Islamic religious education, teacher competence plays a strategic role in shaping students' morals and character in accordance with Islamic values. Therefore, improving the competence of Islamic religious education teachers is a top priority in efforts to improve the quality of religious education in Indonesia.

Before discussing the quality of learning, we will first discuss the quality of education. Many experts have put forward the concept of quality, such as Edward Sallis, quoted (Kartika, 2024), who stated that quality is "A philosophical and methodological principle that helps institutions plan change and organize agendas in the face of excessive external pressures." Sudarwan Danim, quoted (Arifudin, 2024), argues that "quality implies the degree of excellence of a product or work result, whether in the form of goods or services. Meanwhile, in the world of education, goods and services have the meaning of being visible and invisible, but can be felt." Meanwhile, the Big Indonesian Dictionary, quoted (Supriatna, 2026), states that quality is "(a measure), good or bad of an object; level or degree (of intelligence, intelligence, etc.) of quality." Furthermore, Lalu Sumayang, quoted (Kartika, 2022), states that quality is "the degree to which the design specifications of a product or service are in accordance with its function and use, in addition to that, quality is the degree to which a product or service is in accordance with its design specifications."

Based on the expert opinion above, it can be concluded that quality is a philosophical and methodological, about (measurement) and the level of good or bad of an object, which helps institutions to plan changes and organize the agenda for designing specifications for a product or service according to its function and usage agenda in facing excessive external pressures.

The quality of learning is a fundamental issue that must be addressed in order to improve the quality of education. In this regard, teachers are the focal point. In this regard, Suhardan, as quoted by (Arifudin, 2023), states that learning is essentially an academic activity consisting of communication interactions between educators and students. This process is a professional action based on scientific principles. This activity involves teachers activating the student learning process using various learning methods. According to Hamalik, as quoted by (Andrivat, 2025), learning is a structured combination of human elements, materials, facilities, equipment, and procedures that mutually influence each other to achieve learning objectives.

According to Corey (Awaludin, 2023), learning is a process in which a person's environment is deliberately managed to enable him to participate in certain behaviors under specific conditions or produce responses to certain situations. Learning is a special subset of education. Gagne in (Nurazizah, 2026) defines learning as a series of activities designed to enable the learning process in students. Learning refers to all activities that directly influence the student's learning process and learning must result in learning.

The expert opinions above conclude that learning is a learning process. In the learning process, an individual engages in learning activities. In learning, an individual must be able to make behavioral changes. The desired change from learning is a change that is better than before.

Regarding quality learning, Mulyono, as quoted by (Erliyana, 2026), states that the concept of learning quality encompasses five elements: 1) Suitability, 2) Learning, 3) Effectiveness, 4) Efficiency, and 5) Productivity. Quality learning will ultimately stem from the teacher's abilities in the learning process. Simply put, the skills teachers must possess include the ability to plan learning, manage the learning process, and evaluate learning.

Surakhmad is quoted (Sudrajat, 2024) as explaining that learning quality is a measure of the quality of teacher-student interactions during the learning process, aimed at achieving specific goals. This interaction is possible because humans are social beings who need others in their lives. According to (Kartika, 2026), quality learning is effective learning, which essentially concerns the teacher's ability to effectively manage the classroom learning process. The learning process carried out by teachers will significantly determine the quality of learning outcomes achieved by students.

Based on the description above, it can be concluded that the quality of learning is the learning carried out by teachers which will greatly determine the quality of learning that students will receive. The indicators of learning quality in this study are suitability. Quality learning must also have strong appeal, effectiveness, efficiency, and productivity.

According to data from the Language Development and Fostering Agency and the Indonesian Ministry of Religious Affairs, the quality of Islamic education teachers nationally remains challenging. Most religious education teachers face challenges in mastering subject matter, teaching methodology, and developing student character. Surveys conducted by the Education Quality Assurance Institute (LPMP) in recent years indicate that only around 40% of Islamic education teachers meet ideal competency standards, while the remainder require ongoing competency development and improvement (Saepudin, 2024).

Furthermore, in the context of Islamic Senior High Schools (Madrasah Aliyah) in Indonesia, there is an urgent need to improve teacher quality to enable them to integrate technology and learning innovation into religious education. Data from the Directorate of Islamic Education at the Ministry of Religious Affairs shows that teacher training and competency development programs are still uneven and have not optimally achieved the target of comprehensive competency improvement. This has resulted in low teacher motivation and pedagogical competence, which ultimately impacts the quality of learning and student learning outcomes (Apiyani, 2022).

Riadi, quoted (Kartika, 2025), explains that teacher competence is a set of mastery of abilities that must be present in a teacher to be able to perform their performance appropriately and effectively. Teacher competence means a teacher's ability to carry out obligations responsibly and appropriately or the teacher's ability and authority in carrying out their teaching profession. Meanwhile, Zahroh, quoted (Arifudin, 2025), explains that teacher competence is a combination of personal, scientific,

technological, social, and spiritual abilities that comprehensively form the standard competencies of the teaching profession, which include mastery of material, understanding students, educational learning, personal development, and professionalism.

Furthermore, Febriana, as quoted by (Kartika, 2023), explains that teacher competence is a combination of personal, scientific, technological, social, and spiritual abilities that collectively shape the teaching profession. These competencies include mastery of material, understanding of students, educational learning, and personal and professional development. According to Suraji, as quoted by (Arifudin, 2026), with these competencies, teachers will be aware of the situation and strive to provide differentiated treatment tailored to the individual needs of each student.

To address these challenges, strategic management is an effective approach to formulating, implementing, and evaluating teacher competency development programs systematically and sustainably. According to Porter (Erliyana, 2025), strategic management can help organizations identify strengths, weaknesses, opportunities, and threats, and formulate appropriate strategies to achieve organizational goals. In the educational context, the application of strategic management is believed to increase the effectiveness of teacher professional development programs, allowing their competencies to continue to evolve in line with current needs.

According to Fred R. David (Abduloh, 2020), strategic management can be defined as cross-functional decisions that enable an organization to achieve its goals. According to Sondang P. Siagian (Marantika, 2020), strategic management is a series of fundamental decisions and actions made by top management and implemented by all levels of an organization to achieve its goals.

According to Wheelen (Saepudin, 2022), strategic management is a series of managerial decisions and actions that determine a company's long-term performance. According to Wahyudi (Sunasa, 2023), strategic management is the art and science of formulating, implementing, and evaluating strategic decisions between functions that enable an organization to achieve its future goals.

However, in reality, the use of strategic management in developing the competency of Islamic Education teachers in Indonesia is still limited and not fully optimized. Therefore, this research is crucial to describe and analyze the role of strategic management in improving the competency of Islamic Education teachers, particularly in madrasas that actively implement it. The results are expected to provide recommendations for more effective policies and strategies for developing teacher competency, in order to achieve high-quality and competitive Islamic education.

RESEARCH METHODS

According to Rahardjo, as quoted by (Arifudin, 2020), a research method is a way to obtain and seek tentative truth, not absolute truth. The result is scientific truth. Scientific truth is open to continuous testing, criticism, and even revision. Therefore, there is no best method for seeking truth; there is only the right method for a specific purpose, according to the existing phenomenon. Budiharto, as quoted by (Mayasari, 2023), states that the choice of research method must be tailored to the research being conducted to achieve optimal results.

This research was conducted regarding the role of strategic management in improving the competence of Islamic Religious Education teachers. The research subjects consisted of principals, teachers, and students. The type of research used in this study was a case study method. According to Nursalam in (Alammy, 2025), a case study is a research that includes an assessment aimed at providing a detailed description of the background, nature, and characteristics of a case. In other words, a case study focuses attention on a case intensively and in detail. Research in this method is carried out in depth on a situation or condition in a systematic manner, starting from making observations, collecting data, analyzing information, and reporting results.

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

This study employed qualitative research with field research methods. According to (Widyastuti, 2024), this approach aligns with the primary objective of the study, which is to describe and analyze the role of strategic management in improving the competence of Islamic Religious

Education teachers. Therefore, this method will be able to explain the research problem (Saepudin, 2023).

According to Yin (Paramansyah, 2024), the purpose of using case study research is not only to explain what the object being studied is like but also to explain the circumstances and how the case could occur. Meanwhile, Waluya (Kosasih, 2025) states that the purpose of case study is to develop in-depth knowledge about the object being studied, which means that this study is exploratory in nature.

Bogdan and Taylor in (Ekawati, 2024) explain that qualitative research methodology is a research procedure that produces descriptive data in the form of written or spoken words from people and observable behavior. In this study, researchers created a complex picture, examined words, detailed reports of respondents' views, and conducted studies in natural situations, specifically related to the role of strategic management in improving the competence of Islamic Religious Education teachers.

Technique can be seen as a means of carrying out technical work carefully using the mind to achieve goals. Although research is actually an endeavor within the scope of science, it is carried out to systematically collect realistic data to establish the truth. Research methodology is a means of finding solutions to any problem. In this case, the author collected information on the role of strategic management in improving the competence of Islamic Religious Education teachers, including articles, journals, theses, e-books, and others (Muslim, 2023).

Because it requires library materials for its data sources, this research utilizes library research. Researchers require books, scientific articles, and other literature related to the topics and issues they are exploring, both printed and online (Heriman, 2024).

Seeking information from data sources requires the use of data collection techniques. Amir Hamzah in (Pujiaty, 2024) claims that data collection is an effort to gather information related to the topic being studied. The author used a library research method to collect data. Specifically, the author began with a library search to gather information from books, dictionaries, journals, encyclopedias, papers, periodicals, and other sources that shared views on the role of strategic management in improving the competence of Islamic Religious Education teachers.

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

Observation is part of the research process that directly examines the phenomena being studied (Sehabudin, 2024). This method allows researchers to directly observe and experience the atmosphere and conditions of the research subjects (Gumilar, 2023). The observations in this study focused on the role of strategic management in improving the competence of Islamic Religious Education teachers.

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

Documentation is a data collection technique using existing written documents or records (Marlin, 2025). Documentation comes from the word "document," meaning written objects. In implementing the documentation method, researchers investigate written objects, such as books, magazines, meeting minutes, and diaries. According to Moleong in (Hambali, 2025), the documentation method is a way of collecting information or data through examining archives and documents. Furthermore, according to (Sofyan, 2020), the documentation strategy is also a data collection technique proposed to research subjects. This data collection method using the documentation method is carried out to obtain data on the condition of the institution (research object), namely the role of strategic management in improving the competence of Islamic Religious Education teachers.

Moleong, quoted (Romdoniyah, 2024), explains that the collected data was analyzed using an interactive analysis model consisting of data reduction, data presentation, and conclusion drawing. Syarifah et al. (Mukarom, 2024) explain that data reduction is carried out by filtering relevant information, presenting data in a systematic narrative form, and drawing conclusions based on

research findings. To ensure data validity, this study used source triangulation, namely comparing information from sources. According to Moleong (Aidah, 2024), source triangulation helps increase the validity of research results by comparing various perspectives on the phenomenon being studied.

Muhadjir in (Judijanto, 2025) stated that data analysis is an activity of conducting, searching and compiling records of findings systematically through observations and interviews so that the researcher focuses on the research being studied. After that, making a finding material for others, editing, classifying, and presenting it. Data validity techniques using triangulation techniques include techniques and sources. Data analysis using the Miles and Huberman model in (Nasril, 2025) consists of data collection, data reduction, data presentation, and drawing conclusions.

RESULTS AND DISCUSSION

Result

The results of this study indicate that the implementation of strategic management has a significant impact on improving the competence of Islamic Religious Education teachers in the madrasas studied. Empirical data obtained through in-depth interviews, observations, and documentation revealed various aspects that support the role of strategic management in developing teacher competence.

First, interviews with madrasah principals and teachers revealed that madrasahs that actively implement strategic planning can systematically develop competency development programs. For example, madrasah principals stated that they routinely analyze teacher competency needs annually through surveys and performance evaluations. The results of these analyses serve as the basis for developing relevant training programs, such as technology-based learning methodology training and improving mastery of Islamic material.

Second, observational data shows that the implementation of competency development strategies in these madrasas is supported by strong management commitment. They implement a policy of continuous professional development, including training programs, workshops, and comparative studies, integrated into the annual work plan. For example, in one of the madrasas studied, there is a regular training program attended by 85% of teachers each semester, which directly improves the teachers' pedagogical competence and personality.

Third, in terms of results, teacher performance evaluation data shows significant improvements in pedagogical competence and professionalism. Based on evaluation data conducted by madrasah supervisors, teacher competency scores have increased from an average of 65 to 80 on a scale of 100 over the past two years. This demonstrates the success of strategic management in designing and implementing effective competency development programs.

Furthermore, data from a teacher satisfaction survey showed that 78% of teachers felt more confident and able to integrate technology into the learning process after participating in strategic management-based training. They also reported receiving adequate support from madrasah management in their professional development.

However, challenges, such as limited resources and adequate facilities in some madrasas, hamper the strategy's optimal implementation. Nevertheless, empirical data generally demonstrates that strategic management plays a crucial role in improving the competence of Islamic education teachers through thorough planning, consistent implementation, and ongoing evaluation.

The conclusion from this empirical data shows that the implementation of planned and integrated strategic management can significantly improve teacher competence, which ultimately contributes to improving the quality of Islamic Education learning in the madrasas that implement it.

Discussion.

In the context of developing the competencies of Islamic Religious Education (PAI) teachers, the application of strategic management plays a crucial role as a systematic approach that can enhance the effectiveness of teacher professional development programs. According to Porter (Mayasari, 2024), strategic management is the process of formulating, implementing, and evaluating decisions that support the sustainable achievement of organizational goals. In education, strategic management can be applied to design and direct teacher competency improvement programs effectively and efficiently.

According to Sharplin, as quoted by (Awaludin, 2024), the strategic management model requires two major phases, each consisting of several steps. The first phase is "strategy formulation,"

which includes establishing the organization's mission, assessing the environment, establishing direction and objectives, and determining the strategy. The second phase is "strategy implementation," which involves implementing the strategy, evaluating the strategy, and controlling it. After the school's mission is confirmed, the school's internal needs are formulated to respond to and accommodate external needs. Afterward, the school's direction and objectives are determined by developing and defining a strategic roadmap for its achievement.

According to Mintzberg as cited in (Rosmayati, 2025), strategic management involves analyzing an organization's internal and external environment, formulating strategies, and implementing and controlling those strategies. In the context of madrasas and religious educational institutions, analyzing teacher competency needs is an essential first step so that development programs can be tailored to actual needs in the field. This aligns with the theory put forward by Johnson and Scholes as cited in (Maulana, 2025), which states that the success of strategic management implementation is greatly influenced by accuracy in environmental analysis and the organization's readiness to implement the formulated strategy.

According to Rusman, as quoted by (Asitoh, 2025), teachers have a role and duty as a continuous source of material in managing the learning process. In carrying out the learning process, student activity must be maintained and continued using appropriate teaching methods and strategies. Teachers create an atmosphere that can encourage students to ask questions, observe experiments, and discover true facts and concepts. Therefore, teachers must carry out learning activities using multimedia, so that an atmosphere of learning while working, learning while listening, and learning while playing is created, according to the context of the material.

Previous relevant research shows that strategic management has a positive impact on improving teacher competency. For example, research by (Mayasari, 2025) in Madrasah Ibtidaiyah (Islamic elementary schools) found that the application of strategic planning in teacher competency development significantly improved the quality of learning and teacher professionalism. Teachers who participated in the strategy-based training showed a 30% increase in mastery of teaching materials and methodologies compared to before the program.

Furthermore, research conducted by (Afifah, 2024) at Madrasah Aliyah (Islamic Senior High School) confirmed that strategic management facilitates teacher competency development through the implementation of planned and sustainable training programs. The results showed an increase in teachers' pedagogical and personality competency scores, as well as increased teacher motivation and job satisfaction, which ultimately had a positive impact on student competency achievement.

Based on the theoretical review and previous research, it can be concluded that the success of improving the competency of Islamic Religious Education teachers is generally influenced by the application of strategic management, which includes needs analysis, program planning, implementation, and ongoing evaluation. Strategic management can serve as a framework that guides the process of developing teacher competency systematically and measurably, so that the results can be directly felt in improving the quality of learning and student character.

According to Sardiman in (Andrivat, 2024) there are ten teacher competencies, namely: 1) Mastering materials, 2) Managing learning programs, 3) Managing classes, 4) Using media/resources, 5) Mastering educational foundations, 6) Managing learning interactions, 7) Assessing student achievement for teaching purposes, 8) Knowing the functions and programs of services and counseling, 9) Knowing and organizing school administration, and 10) Understanding the principles and results of research for teaching purposes.

Specifically, in the context of Islamic education, the application of strategic management not only improves academic and pedagogical aspects but also strengthens teachers' personality and character in accordance with Islamic values. Therefore, integrating strategic management theory with the context of religious education is crucial to ensure the sustainability and success of Islamic education teacher competency development in the future.

CONCLUSION

Based on the research results and theoretical studies conducted, it can be concluded that strategic management plays a crucial role in improving the competence of Islamic Religious Education teachers. The application of strategic management, which encompasses needs analysis, program development planning, implementation, and ongoing evaluation, creates a systematic and

targeted competency development process. Empirical results indicate that this approach significantly improves the pedagogical, personality, and professionalism of Islamic Religious Education teachers, positively impacting the quality of learning and student character. Furthermore, previous studies have emphasized that the success of teacher competency development is strongly influenced by their ability to manage and implement appropriate strategies. The application of strategic management not only helps teachers master teaching materials and methodologies but also strengthens the character and Islamic values that serve as the primary foundation of Islamic education. Therefore, strategic management serves as an effective framework for improving the overall quality of Islamic education. Overall, the results of this study indicate that strategic management is a key factor in encouraging the improvement of the competence of Islamic Religious Education teachers, which ultimately contributes to improving the quality of the learning process and achieving the goals of Islamic character education for students. Therefore, the implementation of consistent and sustainable strategic management needs to be a serious concern for all Islamic educational institutions in order to realize teacher professionalism and improve the quality of education in general.

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