

The 'Four Pathways' Madrasah Principal's Management Strategy In Improving Teacher Commitment

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Abstract

This article discusses the strategic management carried out by the Head of Madrasah Aliyah Batam State, Riau Islands Province to increase teacher commitment. The main problem studied is how is the strategic management carried out by the Head of MAN Batam to increase teacher commitment? The research method used is a qualitative-descriptive method, with data collection through observation, interviews and documentation. The research results show that the Head of MAN Batam has implemented the principles of strategic management which consist of environmental observation, both internal and external observation, then strategy formulation, strategy implementation and evaluation. The state of teacher commitment at MAN Batam is divided into two forms of commitment, namely, commitment to carrying out their duties and commitment to improving the quality of madrasahs. The implementation of strategic management carried out by the Head of MAN Batam to increase teacher commitment is divided into three major plans; optimizing school management, optimizing the role of school principals, and optimizing efforts to create committed professional teachers.

Abstrak

Artikel ini membahas tentang manajemen strategi yang dijalankan oleh Kepala Madrasah Aliyah Negeri Batam Provinsi Kepulauan Riau untuk meningkatkan komitmen guru. Permasalahan utama yang dikaji adalah bagaimana manajemen strategi yang dilakukan Kepala MAN Batam untuk meningkatkan komitmen guru? Metode penelitian yang digunakan adalah metode kualitatif-deskriptif, dengan pengumpulan data secara observasi, wawancara, dan dokumentasi. Hasil penelitian menunjukkan bahwa Kepala MAN Batam telah melaksanakan prinsip-prinsip manajemen strategi yang terdiri dari pengamatan lingkungan, baik pengamatan internal maupun eksternal, kemudian perumusan strategi, pelaksanaan strategi, dan evaluasi. Keadaan komitmen guru di MAN Batam dibagi ke dalam dua bentuk komitmen yakni, komitmen di dalam menjalankan tugas dan komitmen dalam meningkatkan kualitas madrasah. Adapun implementasi manajemen strategi yang dijalankan oleh Kepala MAN Batam untuk meningkatkan komitmen guru dibagi ke dalam tiga rancangan besar; optimalisasi manajemen sekolah, optimalisasi peran kepala sekolah, dan optimalisasi upaya penciptaan guru profesional yang komit.

A. Introduction

Madrasah head strategic management is the process of planning, organizing, directing and controlling *madrasah* resources to achieve predetermined goals and objectives. The strategic

management of *madrasah* heads aims to improve the quality of education in *madrasah* and increase the competency of *madrasah* heads in managing their *madrasah*. This is because the role of the *madrasah* head as leader and manager of the *madrasah* is very important in determining the quality of education received by students.¹ Good strategic management will help *madrasah* heads achieve the goals and objectives that have been set. One of the important goals in the strategic management of *madrasah* principals is to increase teacher commitment in providing quality educational services. Teacher commitment is a very important factor in determining the quality of education in *madrasah*. Teachers who are highly committed will be more dedicated in delivering lesson material, providing guidance and support for students, and participating in extracurricular activities. Therefore, the strategic management of *madrasah* heads must be able to increase teacher commitment in order to improve the quality of education in *madrasah*.²

Several strategies that can be used in the strategic management of *madrasah* principals to increase teacher commitment include: providing motivation and incentives for teachers who are highly committed, providing adequate facilities and means to support the teaching and learning process, regularly supervising and evaluating teacher performance, opening effective communication between *madrasah* heads and teachers to discuss problems faced and provide support. Several aspects that need to be considered in the strategic management of *madrasah* heads include: provide motivation and incentives for highly committed teachers, effective and efficient organization of *madrasah* resources, direction of *madrasah* resources to achieve *madrasah* goals and objectives, control of *madrasah* resources to ensure that the goals and objectives of the *madrasah* are achieved. Teacher commitment has a very important role in an organization, because a commitment can be one of the factors that are directly involved in the implementation of organizational activities and play a role in improving the organization in achieving predetermined goals. In a complex and increasingly challenging workplace, practitioners and scholars have recognized the importance of commitment for organizational success.³

Teacher commitment is an important factor in carrying out duties and functions as a public servant, including services in educational institutions.⁴ One of the government's efforts to improve the welfare of educators and teaching staff can be through functional work allowances. Then, is there still an educator and teaching staff committed to their profession when their welfare or material finances are getting better. All questions about teacher commitment in the field of education will continue to see the reality, which is far from the expectations of the community. A *madrasah* really needs teachers who have high teacher commitment so that the *madrasah* can continue to survive and can improve the quality of both the process and the graduates it produces. Teachers who have high teacher commitment are those who are more emotionally stable and more productive in carrying out their duties so that in the end they can become triggers for achieving educational goals. Teacher commitment is related to a high desire to share and sacrifice for the organization.

The condition of education in Indonesia could be seen in the data published by World Population Review, in 2021 Indonesia was still ranked 54th out of a total of 78 countries included in the world education level ranking. But at least this position has risen one rank from the previous

¹ Sugiyono, *Manajemen Kepala Sekolah* (Bandung: PT Alfabeta, 2011), 12.

² Syekhfani, *Manajemen Pendidikan: Teori dan Praktik* (Jakarta: PT Raja Grafindo Persada, 2015), 33.

³ Cesario, F., & Chambel, M. J., "Linking Organizational Commitment and Work Engagement to Employee Performance", *Journal Knowledge and Process Management*, 24, No. 2 (Juni 2017): 152–158, <https://doi.org/10.1002/kpm.1542>.

⁴ Asrul, "Hubungan Kepemimpinan Transformasional, Budaya Organisasi dan Kepuasan Kerja Terhadap Komitmen guru Guru Madrasah Aliyah Negeri Di Kota Medan," (Disertasi, Universitas Negeri Medan, Medan, 2016), 1, <http://digilib.unimed.ac.id/20269/2/9.201.pdf>.

year, namely in 2020 when it was ranked 55th. From this reference, Indonesia is still less superior by being in 4th position when compared to fellow countries in the Southeast Asia region such as Singapore in 21st place, Malaysia in 38th place, and Thailand in 46th place. Several Southeast Asian countries with a system and the quality of education that is still below Indonesia includes the Philippines in 55th place, Vietnam in 66th place, and Myanmar in 77th place. Meanwhile, the 10 countries with the highest educational systems and quality are filled by the United States, Great Britain, Germany, Canada, France, Switzerland, Japan, Australia, Sweden and the Netherlands.⁵

Madrasah Aliyah is an educational unit characterized by Islamic religion. In language, *madrasah* comes from the word *darasa* which means learning, while *madrasah* means a place of learning or formal school. *Madrasah* are educational institutions at the primary and secondary education levels, either teaching Islamic religious knowledge only, a combination of Islamic religious knowledge and general knowledge, or sciences based on Islamic teachings. *Madrasah* have developed into *madrasah* in general, the difference lies only in the curriculum content. If general education has a general curriculum content, then *madrasah*s have additional Islamic religious education content inside.⁶ The current era of globalization in the world of work competition is a challenge for *madrasah*, the quality and quality of education in *madrasah* institutions is now an obligation and must be a top priority for *madrasah* heads. If *madrasah* has good quality and quality in producing graduates, thus, *madrasah* as an educational institution must be able to develop the potential of students will be able to answer the problems or demands of the needs of the world labor market challenges. So that *madrasah* institutions are required to be able to meet the development of the demands of society's needs for the quality of out put that occurs today. In the process of *madrasah* management, it must be able to improve the quality of competitive and qualified human resources.

Asmani, explained several *madrasah* problems, namely: a) centrality of figures, b) low human resources, c) inadequate facilities, d) weak organizational culture, e) loss of the spirit of competition and innovation, f) networks are not developing, g) cadre formation is stagnant, h) neglected consolidation, i) no expansion, j) limited funding.⁷ The issue above shows that teachers do not have a commitment to advancing the *madrasah* and do not have the desire to protect and maintain their *madrasah*. The phenomenon becomes a question, whether the commitment of teaching staff teachers in MAN Batam is low, in other words, teachers are not entirely committed to the organization, duties and obligations that should be carried out. The factors are different for each teacher, for example, some teachers feel the incentives they receive for certain performance and make sure to commit to the institution, while others make sure to commit to feel obliged to stay.⁸ MAN Batam was established in the academic year 1996-1997 which initially had only a handful of students and now has thousands of students. Based on the *Madrasah Self Evaluation (EDM)* document, MAN Batam is an accredited *madrasah* with an A rating with an average score of 3.14 National Education Standards. The number of teachers is 85 teachers with 1087 students. Likewise, data on facilities and infrastructure show 99% in good condition.

⁵ Siti Nur Arifa, "Hari Pendidikan Internasional, Bagaimana Tingkat Pendidikan di Indonesia Saat ini?" diakses pada 10 Februari 2023, <https://www.goodnewsfromindonesia.id/2022/01/24/hari-pendidikan-internasional-bagaimana-tingkat-pendidikan-di-indonesia-saat-ini>.

⁶ Asman Jamal Ma'mur, *Kiat Melahirkan Madrasah Unggulan, merintis dan mengelola Madrasah yang kompetitif* (Yogyakarta: Diva Press, 2013), 19.

⁷ Ma'mur, *Kiat Melahirkan Madrasah Unggulan*, 69-83.

⁸ Rustam Ibrahim, "Pendidikan Multikultural: Pengertian, Prinsip, dan Relevansinya dengan Tujuan Pendidikan Islam," *Jurnal ADDIN Media Dialektika Ilmu Islam*, 7, No. 1 (Januari 2013): 23, <http://dx.doi.org/10.21043/addin.v7i1.573>

By looking at the excellent management of MAN Batam, MAN Batam is not categorized as a *Madrasah* which is allegedly a low quality educational institution. The main problem that is the focus of this research is "Why is MAN Batam able to become a leading *madrasah* with excellent management quality?" To discuss this problem, the author proposes problems including; (1) What are the strategic management steps taken by the head of the *madrasah* at the State *Madrasah* Aliyah, Riau Islands Province? (2) what is the state of teacher commitment in the State *Madrasah* Aliyah of Riau Islands Province? (3) what is the implementation of an effective and appropriate strategy that must be carried out by the head of the *madrasah* to realize the commitment of good teachers in the State *Madrasah* Aliyah of the Riau Islands Province?

B. Theoretical Framework

1. Strategy Management

Strategic management is a series of managerial decisions and actions that determine a company's performance in the long term. Strategic management is a concept that originates from the private sector and was introduced to the public sector after the development of managerialism in the discipline of state administration. Because both work in a very dynamic environment with a very high degree of uncertainty. Managers in the public sector adopt a strategic management approach to help clarify stakeholder expectations, communicate strategic policy direction in the internal environment and at the same time demonstrate to the external environment of the organization their ability to understand and control environmental developments. According to Wheelen and Hunger, "Strategic management is a set of managerial decisions and actions that determine the long run performance of a corporation, it includes environmental scanning (both external and internal), strategic."⁹ Strategic management is a series of managerial decisions and actions that determine a company's long-term performance, including scanning the internal and external environment, creating strategies, implementing them, and evaluating and controlling.

Meanwhile, Fred R. David said that "Strategic management can be defined as the art and science of formulating, implementing, and evaluating cross function decisions that enable an organization to achieve its objectives."¹⁰ "Strategic management can be defined as the art and science of formulating, implementing, and evaluating strategic decisions to achieve organizational goals." This definition shows that strategic management focuses on integration. Meanwhile, Bambang Hariadi believes that strategic management is a process systematically designed by management to formulate strategies, implement strategies and evaluate strategies in order to provide the best values for all customers to realize the organization's vision. Murniati and Usman said that Strategic Management is an activity that must be completed by top management together with personnel continuously, and is a cycle that is able to produce decisions to meet the relevance of organizational needs to environmental needs.¹¹ Strategic Management is known as the science of formulating, implementing and evaluating cross-functional decisions that enable an organization to achieve its goals.¹²

⁹ Thomas L. Wheelen dan J. David Hunger, *Strategic Management And Business Policy Toward Global Sustainability* (United States of America: Pearson Education, 2012), 5.

¹⁰ Freed R. David, *Strategic Management Concepts and Cases* (New York: Pearson Education, 2011), 6.

¹¹ Muniarti dan Nasir Ustman, *Implementasi Manajemen Strategi dalam Pemberdayaan Sekolah Menengah Kejuruan* (Bandung, Citapustaka Media Perintis, 2013), 37.

¹² Ordonez de Pablos dan Patricia, *International Business Strategy and ntrepreneurship: An Information Technology Perspective* (New York: Business Sience Reference, 2014), 138.

According to Lynch, strategic management consists of three main components: strategy analysis, strategy development, and strategy implementation.¹³

a. Strategic analysis.

It is very important to examine and analyze the goals and mission of the organization. People involved in an organization benefit from strategic management, but senior managers are usually the ones who develop a broad perspective on organizational goals. They investigate an organization's goals and its relationship to its environment.

b. Development strategy.

After that, strategic choices must be made and selected. To succeed, a strategy may depend on an organization's unique capabilities and the relationships it has built or has with external parties, suppliers, distributors, customers, and governments. Developing an advantage over competitors is what many organizations are all about. There are usually many options, and one or more of them must be selected.

c. Strategy Implementation.

Now the selected options should be implemented. There may be major challenges in terms of motivation, power relations, government negotiations, corporate acquisitions, and many other things. The paper written is not commensurate with the approach that can be applied. Each of these three domains must be studied carefully if effective strategic management is to be developed. As was done above, it is useful to divide the strategic management process into three distinct core areas to make the objectives clearer. It would be wrong to think of these three fields as simply sequential. However, many organizations will choose to maintain existing relationships with innovative customers and suppliers to negotiate, even though it is impossible to implement something that does not exist. This suggests that activities in each of the three areas can be carried out simultaneously, including the application of specific concepts and the analysis and creation of additional concepts.¹⁴ Wheelen and Hungger divide four stages of the Strategic Management process, namely environmental scanning, strategy formulation, implementation strategy, and evaluation and control.

a. Environmental analysis (Environmental Scanning)

Environmental analysis is the first step in strategic management which looks at the company's environmental conditions, both internal and external.¹⁵ The purpose of environmental analysis is to determine internal and external strategic factors that will influence the company's future.¹⁶ SWOT analysis is the easiest way to carry out environmental analysis.

b. Strategy formulation (Strategy Formulation)

Strategy formulation is the creation of long-term plans to manage environmental opportunities and threats. This includes analyzing strengths and weaknesses, formulating strategies, establishing policy guidelines, determining the organization's mission and formulating specific targets that can be achieved.¹⁷ Deciding what businesses to enter or leave, how to allocate resources, whether to expand operations or increase diversification, whether to enter international

¹³ Lynch, *Strategic Managemen*, 16.

¹⁴ Lynch, *Strategic Managemen*, 17.

¹⁵ David, *Startegic Management*, 12.

¹⁶ Wheelen dan Hunger, *Strategic Management*, 16.

¹⁷ Nur Kholis, *Manajemen Strategis Pendidikan (Formulasi, Impelementasi, Dan Pengawasan)* (Surabaya: UIN Sunan Ampel Press, 2014), 18.

markets, merge or form joint ventures, and avoiding unpleasant transitions are all part of strategy creation.¹⁸

c. Strategy implementation (Strategy Implementation)

This stage requires setting annual goals, formulating policies, motivating employees, and allocating resources to implement the strategy.¹⁹ Fred R. David also stated that the implementation stage requires personal discipline, commitment, and sacrifice, and depends on the manager's ability to motivate employees.²⁰

d. Strategy Evaluation and Control (Evaluation and Control)

Strategy Evaluation and Control is the process of tracking and assessing an organization's actions in terms of actual performance compared to desired performance.²¹ Fred R. David suggests three main tasks to be undertaken during the evaluation phase: first, examine the internal and external elements that determine the current strategy; second, evaluating performance; and third, taking correlated actions.²²

2. Teacher Commitment

The word "commitment" comes from the Latin "commitere," which means "to commit, submit to, or emotionally, induce a state of obligation or emotion." This is a type of belief so strong that it shackles his entire conscience and then drives his behavior in the direction he believes in. A teacher's work commitment is a conscious relationship between himself and the responsibilities he carries out as a teacher. This can result in responsibilities that can direct and guide learning activities. In school organizations, high teacher work commitment is very important because it affects professional working conditions. Loyalty, a term that often follows the word commitment, is very important when talking about teacher work commitment. According to Riehl and Sipple, teacher commitment has a positive impact on student behavior and achievement. There are different opinions about teacher commitment depending on the context of analysis. Commitment is a psychological condition in which a person is open and has a desire to participate. Teacher commitment is an important component that influences teaching and student learning. Several definitions of teacher commitment are as follows: (1) a strong desire to become a member of the school; (2) the desire to try hard to achieve school goals; and (3) acceptance of school values and goals. In other words, it is an attitude that reflects a teacher's loyalty to the process and continuous progress as well as the process itself.²³

According to Locke, teacher commitment is a person's involvement with an organization including; feelings, obligations remain towards the organization.²⁴ Colquitt et al., argue that teacher commitment is the level at which an employee supports his organization and his goals and desires to maintain membership in the organization.²⁵ Griffin and Moorhead provide a definition of teacher commitment as the identification of individual employees with an attachment to the

¹⁸ David, *Strategic Management*, 6.

¹⁹ David, *Strategic Management*, 7.

²⁰ David, *Strategic Management*, 7.

²¹ Kholis, *Manajemen Strategis Pendidikan*, 19.

²² David, *Strategic Management*, 7.

²³ Piet A. Sahertian, *Profil Pendidik Profesional* (Jakarta: Andi Offset, 2000), 89.

²⁴ Edwin A. Locke, *Principles of Organizational Behavior* (United Kingdom: John Wiley and Sons, 2009), 28.

²⁵ Jason A. Colquitt, Jeffery A. LePine, & Michael J. Wesson, *Organizational Behavior; Improving Performance and Commitment in the Workplace* (New York: McGraw-Hill Education, 2015), 65.

organization who will remain or will not leave the organization.²⁶ Teacher work commitment consists of three components, according to Spector et al. as quoted by Sardiman, among others:²⁷

- a. Emotional commitment: this occurs when teachers want to participate in school organizations because of emotional ties.
- b. Persistent commitment: this occurs when a teacher remains with a school organization because they need compensation and other benefits, or because they cannot find other work.

Normative commitment comes from teacher values. Teachers remain members of school organizations because they know the importance of commitment.

Greenbreg and Baron in Kunandar,²⁸ mention several forms of commitment, as follows:

- a. Affective commitment is the force that drives an educator to work for the school because he agrees with the school's goals and wants to achieve them.
- b. Continuance commitment is a teacher's strong desire to maintain his job at school because it is necessary and cannot be replaced with another job.
- b. Normative commitment is the strong desire of an educator to maintain his job at school because he believes that it is someone else's obligation.

C. Research Methods

The research that the authors conducted was field research (file research) using a qualitative approach. In this qualitative descriptive research, the data that the author collects is not in the form of numbers but words. The data that the author means comes from interview scripts, field notes, photos, documents or other records. The research subjects in this case are the Head of Madrasah, deputy Head of Madrasah, structural staff, teaching staff (teachers) and students. The author took this research subject by using purposive sampling. In this study, the primary data that researchers mean is data obtained from observations, interviews and documentation directly with the Head of Madrasah as well as teaching staff and other functional staff. While the secondary data that researchers mean in this study are data obtained through written documents and madrasah archives, such as; (1) historical and geographical, (2) organizational structure, (3) state of facilities and infrastructure, (4) state of structural, functional and student personnel, (5) vision, mission, goals and suggestions, and (6) work programs and programs to improve the quality of *madrasah* graduates.

Based on empirical benefits, the qualitative data collection method that is most independent of all data collection methods and data analysis techniques is the in-depth interview method, participant observation, documentary materials, as well as new methods such as visual material methods and internet material search methods, while methods and techniques Data analysis will be explained in the chapter and qualitative data analysis. Thus, in this data collection methods chapter the only three independent methods mentioned above are discussed. Data analysis in this research was carried out during data collection and after data collection was completed within a certain period. At the time of the interview, the researcher had analyzed the answers of the informants interviewed. If the informant's answers, after being analyzed, are deemed incomplete,

²⁶ Ricky W. Griffin & Gregory Moorhead, *Organizational Behavior; Managing People and Organizations* (Canada: Nelson Education, 2014), 74.

²⁷ Sadiman, *Interaksi dan Motivasi Belajar Mengajar* (Jakarta: Rajawali Press, 2005), 77.

²⁸ Kunandar, *Guru Profesional: Implementasi KTSP dan Sukses Dalam Sertifikasi Guru* (Jakarta: PT. Grafindo Persada, 2007), 99.

the researcher will continue to ask subsequent questions until at a certain stage more credible data is obtained. In relation to this research, researchers used the second analysis method, namely interaction analysis models or interactive analysis models with the steps taken, including; (1) data collection (Data Collection), (2) data reduction (Data Reduction), (3) data presentation (Data Display), and (4) drawing conclusions or verification

D. Research Results and Discussion

1. Implementation of strategic management carried out by the head of the MAN Batam

The Principal of MAN Batam has implemented strategic management with four main indicators. First, environmental observation (environmental scanning), second, strategy formulation (formulation strategy), third, strategy implementation (formulation strategy), and fourth, evaluation (evaluation and control). This is in accordance with strategic management theory as presented by Wheelen and Hunger, where strategic management generally consists of four, first, field observations (environmental scanning), second, strategy formulation, third, strategy implementation (strategy formulation), and fourth evaluation (evaluation and control).²⁹ In environmental scanning, the principal has carried out two types of observations, namely internal observations and external observations. During internal observations, the principal of MAN Batam conducted observations or examinations of several important elements of MAN Batam, including; teachers and staff, students, parents, school equipment and facilities, and school culture. Thus, this observation can be called a comprehensive observation of almost all elements within the school.

With this observation, it is possible for the principal to know the development of the school, to know the situation and conditions, and the potentials of the school. Likewise, through this comprehensive observation, the principal can find out the weaknesses of the school. This comprehensive observation is important so that MAN Batam can still ensure what improvements should be made in the future. This comprehensive internal observation is in accordance with the minimum strategic steps that have been conveyed by Wijaya, who mentioned that one of the steps or tasks of strategic management is to assess the internal and external environment,³⁰ by knowing the intricacies of internal conditions thoroughly. All of this will enable the school principal to obtain important references regarding the internal conditions of the school as reference material in efforts to formulate, implement and evaluate school policies that will or have been made. This condition is of course in accordance with the importance of strategic management conveyed by Fred R. David and Ordonez de Pablos and Patricia, where according to them strategic management involves formulating, implementing and evaluating decisions.³¹

Next, the second observation carried out by the principal of MAN Batam was an external observation. After carrying out external observations, the principal formulated several important conclusions; first, there are high expectations for learning achievement, second, emphasis on basic skills, third, the importance of order and academic atmosphere. Fourth, building networking with other institutions, and fifth, the economic condition of the community. This important conclusion that has been made by the principal will of course be an important consideration for the school in formulating school policies and school regulations. This is also important because it will inspire the preparation of the school's curriculum, vision and goals. Environmental scanning, especially on external aspects, is very important for schools. Because this will be a consideration for schools when implementing competition strategies. Likewise, to formulate school policies that suit customer needs, which in this case is the community. The second step in strategic management that

²⁹ Wheelen dan Hunger, *Strategic Management*, 16.

³⁰ Wijaya, *Manajemen Strategik*, 5.

³¹ David, *Strategic Management Concepts*, 12.

has been carried out by the school principal is strategy formulation. In formulating this strategy, the head of MAN Batam mapped out three important strategy formulations. First, there are 10 steps in formulating a strategy, second, formulating a school profile, and third, formulating short and long term goals.

The author provides an analysis of the 10 (ten) steps carried out by MAN Batam in the description of each step.

First, integrating vision and mission indicators into the teaching and learning process carried out by teachers. This step requires that the teaching and learning process or learning process carried out by the teacher must pay attention to the indicators of the school's vision and mission. This means that the learning process carried out by the teacher must be aimed at achieving the vision and mission of MAN Batam.

Second, the planned programs must aim at achieving the school's vision and mission indicators. In this second step, all school programs must be directed and aimed at achieving the school's vision and mission indicators. MAN Batam pays close attention and classifies which programs are important and which programs are less important. Important programs are programs that are specifically aimed at achieving the school's vision and mission indicators. Therefore programs like this must be implemented.

Third, use of local culture for self-development. This means that the curriculum must be able to absorb local cultural trends so that schools can develop themselves. Absorbing local cultural trends is important to create students who are creatively skilled, aware of local culture, thus giving them spiritual strength and ethical strength as a student.

Fourth, design creative steps that can change students' attitudes and behavior. In the fourth step, the school must have important breakthroughs in the form of creative steps aimed at changing students' attitudes and behavior. Thus, changing students' attitudes and behavior is not only through the learning process in class by teachers, but can take the form of programs implemented by schools. ,

Fifth, empowering extracurricular activities. MAN Batam's focus in this case is that extracurricular activities must support the school's vision and mission indicators, as well as pay attention to effectiveness and efficiency so as not to burden students.

Sixth, collaborate with students in creating learning projects. Collaborating with students to create learning projects is very important to absorb learning trends or new learning methods that are more popular with students. That is important for and for the learning process to be successful. Because if the learning process uses methods that are not of interest to students, then of course the learning process will not run well and ultimately the school's vision and mission indicators will not be achieved.

Seventh, optimizing the authority of school principals in supporting SBM. In managing schools or based on school-based management, the principal's finances must be optimal so that the vision and mission indicators are achieved. But it is not only finances that are optimized, but the role and function of the school principal must also be improved.

Eighth, optimize all the potential that exists at school. To achieve the school's vision and mission, all the potential that exists in the school must be utilized as optimally as possible. To be able to make the most of it, of course it is necessary to empower all school members. If empowerment is for students, then what must be done is a good learning process.

Efforts in the eighth step are related to the ninth step, namely teacher empowerment through the MGMP platform. All of this is important in the context and in an effort to optimize all the potential that exists in schools. Tenth, transparency, accountability and effectiveness of MBS. In this context it can be said that MAN Batam is aware of the importance of transparency, accountability and effectiveness of MBS. In other words, SBM will support the formulation of strategies to achieve the school's vision and mission indicators. Meanwhile, MBS is implemented in a transparent, accountable and effective manner.

The second step in formulating a strategy is formulating a school profile. In this context, the Head of MAN Batam and all school officials are really careful in formulating the school profile and pay attention to aspects of school accuracy and strategy. Of course, it also includes or is inspired by the school's vision and mission indicators. Because according to the Head of MAN Batam, formulating a school profile is important because the school profile is a picture of the quality of education in the school. Then from the school profile that has been formulated. School profiles also contain useful information for third parties. Whether prospective students, the community, or other parties who have an interest in collaborating with the school.

In addition, the formulation of a good school profile will help prospective parents to identify a school. This means that the school profile will be a road map for them to choose the school, to choose whether the school is good or not good for their children. The third step in formulating this strategy is the formulation of long-term goals. In this case, there are 5 strategic steps. First, form a work program design team. This team consists of internal and external teams. The internal team consists of teachers, while the external team consists of experts from outside. The second step in formulating long-term goals is identifying problems and then determining work program targets. It is important to know these aspects or elements. To find out what aspects or elements still need to be improved by MAN Batam so that future work program targets must be directed or focused on improving aspects or elements of the school that are still weak or still problematic. The next step is to analyze the medium-term work plan. This is important so that the work plan can run as planned.

The fourth step in formulating long-term goals is calculating the resources owned by the school.³² This is important for measuring a school's capabilities; what is the school's ability to achieve its vision and mission, where its weaknesses and strengths are, or where its weaknesses and strengths are. To compile all this, in the fifth step, MAN Batam often invites resource persons from outside the school to help formulate long-term goals. Based on the strategy formulation efforts made by the school, we can analyze it using the theory of Wheelen and Hungger. When Wheelen and Hunger presented the steps in strategy formulation, they mentioned four stages, namely the mission stage, then objectives, strategies, and policies. The steps taken by MAN Batam have fulfilled the stages of strategy formulation as mentioned by Wheelen and Hunger. The advantage of MAN Batam is that its strategy formulation in the four stages has a very detailed and far-reaching, so it is possible to reach the smallest aspects. In other words, with very detailed strategic objectives, many small aspects will be targeted for strategy formulation to achieve the vision and mission indicators. In addition, the strategy formulation of MAN Batam has fulfilled the characteristics and criteria as stated by Nur Kholis in his book *Strategic Management of Education*.³³

2. Teacher Commitment at Batam State *Madrasah* Aliyah

The analysis of the discussion on teachers' commitment in MAN Batam is divided into two sub-discussions: first, teachers' commitment to perform their duties professionally, and second,

³² Wheelen dan Hunger, *Strategic Management*, 3.

³³ Kholis, *Manajemen Strategis Pendidikan*, 18.

teachers' commitment to improve the quality of the madrasah. After analyzing the discussion on teachers' commitment to carry out their duties professionally, it concerns the competencies and requirements that teachers must carry out in the learning process. The discussion revolves around the quality of the teacher, the teacher's readiness to teach, the teacher's ability to explain the subject clearly, then the teacher's ability to create and innovate as a professional teacher is needed. In this context, if we use Victoria's theory about three dimensions of teacher commitment, namely effective commitment, sustainable commitment, and normative commitment, then in general, MAN Batam Batam teachers have effective commitment as stated by Victoria. Apart from that, teachers also have a strong normative commitment. This can be seen in the performance of those who carry out their work or duties as a teacher with full loyalty, enthusiasm, and continue to carry out their work consistently.

Next, we can use Mangku Prawira's theory which explains the existence of five types of teacher commitment, including; (1) commitment in achieving the vision, mission and goals of the organization, (2) commitment in carrying out work in accordance with the organization's standard work procedures, (3) commitment in developing relevant human resource commitment and production commitment, (4) commitment in developing team togetherness work effectively and efficiently, (5) commitment to dedicate to teachers critically and rationally.³⁴

The five types of commitment conveyed by Mangku Prawira have been implemented or already owned by teachers at MAN Batam. For example, regarding commitment to achieving the vision, mission and goals of the organization, almost all teachers interviewed and observed had this commitment. Then there is a commitment to carry out work according to work procedures and organizational standards, MAN Batam teachers also have this commitment. Then there is a commitment to developing human resources, MAN Batam teachers also have a commitment. This is proven by their participation in teacher training to improve their human resources. Then the fourth commitment according to Mangku Prawira is a commitment to developing work team unity. MAN Batam Batam teachers also have this commitment. This is evident from the author's observations that the MAN Batam teachers look happy and wholehearted in carrying out their duties as teachers. And always engage in effective and pleasant communication and a family atmosphere among teachers.

Analysis of teacher commitment in Batam can also be viewed from Shashi Shukla's perspective, where according to him, the scope of teacher commitment includes; (1) commitment to the learner, (2) commitment to the society, (3) commitment to the profession, (4) commitment to attaining excellence for professional actions and (5) commitment to basic values.³⁵ Almost all of the five types of commitment conveyed by Shashi Shukla have been shared by MAN Batam Batam teachers. The five indicators of commitment according to Shashi Shukla have almost all been implemented by MAN Batam Batam teachers. Another important thing is that teacher commitment is evaluated through the dimensions of affective commitment, continuance commitment and normative commitment. According to Khairina, MAN Batam teachers have shown their commitment by faithfully carrying out their duties. When teachers try their best to complete their assignments, this can be seen. Apart from that, as educators, teachers carry out their duties with full responsibility, joy and enthusiasm. That teachers are committed to their work, their work, and their children is evident from interviews with the main informants and most of the supporting informants. Apart from that, as the main capital of teaching, teachers base hard work and sincerity in carrying out

³⁴ Mangkuprawira, *Manajemen Sumber Daya Manusia*, 247.

³⁵ Shukla, "Teaching Competency," 44-64.

tasks. In addition, teachers have the motto "sell yourself", which means that they try to use all their abilities in completing assignments.

Observing from the perspective of the dimension of continuous commitment, teachers show commitment to believing that being a teacher is their calling in life. Teachers keep working because they already love their job and care about their students. Teachers never consider leaving their jobs because they believe that they will experience many losses in their lives. In addition, some teachers said that the purpose of doing this job is the value of worship, not money. In addition, teachers always try to give their best for the school with their energy, thoughts and time. Khairina considers the work of MAN Batam teachers with heart, not with money. They consider the job more with their conscience. In terms of the dimension of normative commitment, according to Khairina, the teachers at MAN Batam appear to remain enthusiastic in responding to the tasks given, even though many challenges arise in practice. Because teachers already have a program vision and mission that must be achieved, teachers also have a high desire to teach. Teachers also always give the principal ideas or ideas for school improvement. Educators also try to make schools outstanding.

3. Implementation of the *Madrasah* Head's Strategy to Realize Teacher Commitment

The last discussion is about the implementation of strategies to realize teachers' commitment in MAN Batam. In this discussion, it turns out that MAN Batam is quite creative in the implementation of its strategy. In general, the implementation of the strategy is realized in three main steps. First, optimizing school management. Second, optimizing the role of the school principal, and third, optimizing efforts to create committed professional teachers. In optimizing school management, the head of MAN Batam tried to optimize his managerial roles. Starting from planning, organizing, creating a working environment, coaching, guiding, supervising, and encouraging the teachers. Meanwhile, in optimizing the role of the principal, the principal optimizes his role as a principal, whether as a leader, as a supervisor, as an innovator, as a motivator, and so on. Meanwhile, the third step, strategy optimization is realized in optimizing efforts to create professional teachers. In this case, the principal makes a policy requiring teachers to do at least six things. First, involving teachers in activities to establish and train teachers, PPTG. Second, intensify supervision, then foster teacher creativity, third, writing training and develop literacy culture, then improve facilities and infrastructure, and fourth, involve teachers in MGMP.

The role and duties of the school principal which have been optimized by the Head of MAN Batam are in accordance with what was conveyed by E. Mulyasa. In his book, *Becoming a Professional School Principal*.³⁶ Thus, optimizing the role of the school principal is an effective and strategic step to grow teacher commitment. Thank You. Further analysis - particularly in looking at the supporting informants' answers to the research questions on the indicators of the principal's leadership role as educator, manager, supervisor and leader (EMSL) - in reality becomes more effective when combined with optimizing the implementation of school management. the principal's leadership role is more prominent in improving teacher commitment. By providing trainings, webinars and certifications to improve teachers' competencies, the principal's leadership role as educator makes teachers feel valued for fully carrying out their responsibilities.

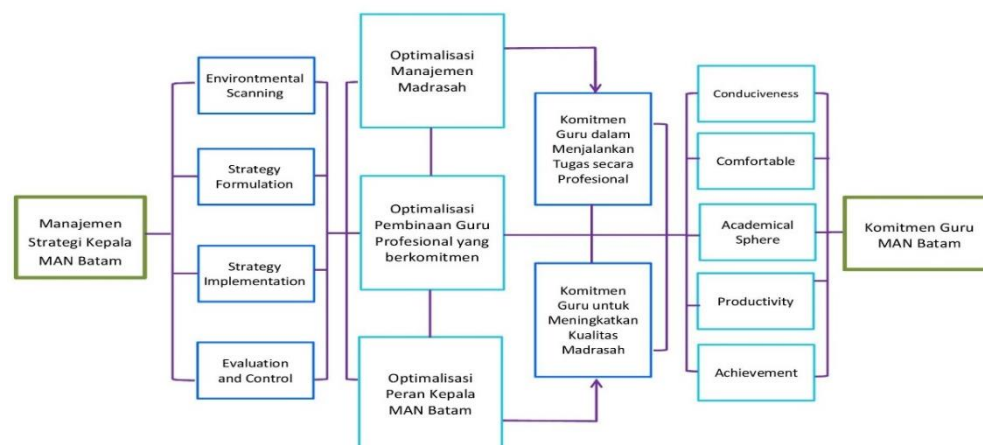
As a manager, the principal's leadership role enables teachers to carry out learning innovatively and creatively. In addition, the principal's leadership role as a manager makes teachers committed to their profession, committed to their duties, profession and students. The principal first considers the teacher's abilities when giving assignments, and assigns assignments in detail

³⁶ E. Mulyasa, *Menjadi Kepala Sekolah Profesional dalam Konteks Menyukkseskan MBS dan KBK* (Bandung: Remaja Rosdakarya, 2004), 100-115.

and fairly according to each teacher's portion. In addition, as principals, teachers have more courage and willingness to do their best for the school. As a supervisor, the principal's leadership role includes providing guidance regarding disciplinary insight to teachers; observing problems faced by teachers; monitor teacher teaching during lessons; and providing guidance to teachers regarding the use of media and learning techniques. make teachers feel cared for by the principal, responsible for their work, enthusiastic about their work, and very interested in teaching. As a leader, the principal should take time for refreshing, create an environment that is flexible and open to criticism, suggestions, and input, fulfill teachers' needs for teaching, provide examples and good two-way communication. make teachers have a high willingness to teach, always enthusiastically respond to the principal's duties, and have a commitment to always be involved in the progress of the school by providing ideas or input to the principal.

4. 'Four Pathway' of Strategic Management in Increasing Teacher Commitment in *Madrasah*

This section is an important finding in our research. MAN Batam tries to improve teachers' commitment by applying the concept of strategy management in three stages: strategy formulation, strategy implementation, and strategy evaluation. David said that the process of implementing strategy management includes several stages of strategy, namely strategy formulation, implementation, and assessment.³⁷ To achieve the vision, mission, and goals of the school, MAN Batam created its strategy. In addition, the results from internal and external analysis - also known as SWOT analysis - were conducted. This step is in accordance with the opinion of Hunger and Wheelen, who argue that observation or identification of the environment should be done first before determining the formulation of strategy making.³⁸ This opinion is also relevant to the results of Taryono's research, which states that to make it easier to determine strategic steps to improve the quality of education, identification of the internal and external environment must be done first.



Picture 1. 'Four Pathway' of Strategic Management

This chart is referred to as the Four Pathways to Increase Teacher Commitment in School, which illustrates the important network in the strategic management process to increase teacher commitment in MAN Batam. The theory of "Four Pathways," suggests four pathways for increasing and fostering teacher commitment. Through the chart, which is the result of the author's findings, it can be emphasized that teacher commitment in schools will not be built and will not increase if it is not designed systematically. On the other hand, the author would like to emphasize that through

³⁷ Freed R. David, *Manajemen Strategis: Konsep* (Jakarta: Salemba Empat, 2011), 6.

³⁸ David. J. Hunger dan Thomas L. Wheelen, *Manajemen Strategis*, terj. Julianto Agung S (Yogyakarta: Andi, 2003), 9.

this chart, a series of management strategies carried out by the principal, in this case the head of MAN Batam, for the realization of teachers' commitment in the school, in this case the teachers of MAN Batam.

In the first flow, it can be seen that the four main indicators of strategic management start from environmental observation or environmental scanning, then strategy formulation, then strategy implementation, and strategy evaluation or evaluation and control. This is just the initial stage of strategic management that must be carried out. Of course, if one of these indicators does not work well, it will have an impact on the next series not running perfectly. In the next flow, there are three optimizations that must be carried out by a school principal to specifically want to build, develop and increase teacher commitment. So, this second flow consists of three forms of optimization. First, optimizing madrasah management, where a madrasah head must be able to implement management principles. It is impossible for a madrasah head to grow and increase teacher commitment, when he cannot manage the school or madrasah he leads. Then, optimizing the development of committed professional teachers is also the responsibility of the school principal, in this case the head of MAN Batam.

Then, optimizing the role of the school principal in this case is the head of MAN Batam. The first flow containing four main indicators of strategic management has inspired the head of MAN Batam to carry out three types of optimization. This means that in the case of MAN Batam, the implementation of the four strategic management indicators gave birth to three types of optimization of the role of the madrasah head. It's very likely that this is unique in the sense that it doesn't happen anywhere else, at least based on the researchers' findings. So, this uniqueness at MAN Batam once again takes the form of three forms of optimizing the role of the MAN Head. In other schools, the implementation of the four strategic management indicators could result in other forms of creation. The next interesting thing is in the third plot. After the principal carried out optimization and carried out three forms of optimization, it turned out that in the field there was a good growth in teacher commitment. Both affective commitment, continuous commitment, and normative commitment. The two forms of practical commitment that the author found in the field are teachers' commitment to carrying out their duties professionally, professional duties as educators, and teachers' commitment to improving the quality of madrasah.

In the case of MAN Batam, two practical forms of teacher commitment were found after being inspired and formed because the Head of MAN Batam carried out three forms of optimizing his role. The fourth plot is an important plot. Where after the four strategic management indicators were implemented by the madrasah head, and then the madrasah head was inspired to carry out three forms of optimization, and then the three forms of optimization fostered two practical forms of teacher commitment at MAN Batam. So the result of these three channels is the development of a good situation and conditions at MAN Batam.

The first condition is conduciveness. Conduciveness is a conducive atmosphere, where MAN Batam as an educational institution or as a school is able to provide an atmosphere that is conducive to the ongoing teaching and learning process and the educational process. This conduciveness is very important because it can guarantee the educational success of children or students studying at MAN Batam. The second condition is comfort or comfort. The comfortable atmosphere and comfortable situation really provide positive inspiration for teachers, students and the entire school community. Comfortable will contribute to the productivity of madrasah heads, teacher productivity and student comfort in studying at the school. A comfortable atmosphere will enable teachers to feel at home doing activities at school. They are enthusiastic about teaching, enthusiastic about discussing, and enthusiastic about carrying out other professional activities. The third

condition is the Academical Sphere. The researcher means this term as an academic atmosphere, where the MAN Batam school is an educational institution that is able to provide a maximum academic atmosphere. So it is very clear that this school has the prestige of being an excellent educational institution. Academical Sphere shows that if outsiders enter the MAN Batam environment, they will see how a good academic atmosphere feels and can be felt.

So the fourth condition is productivity. In the researchers' analysis, conditions, comfort and a well-developed academic atmosphere can stimulate the productivity of all school members. The head of MAN can carry out his role optimally, the teachers can also carry out their duties well, and the students also appear orderly, disciplined and show a good enthusiasm for learning. So the author calls this atmosphere a productive atmosphere. The last thing that cannot be denied is achievement or achievements and accomplishments. MAN Batam is known as a superior MAN with many achievements. If we observe MAN Batam, we will see lots of trophies displayed in this school. Of course, this is very logical because this school has been able to carry out the educational process well. Thus, based on the author's research at MAN Batam, these five very positive conditions will then strengthen and increase the commitment of MAN Batam teachers. This also means that for other schools, increased teacher commitment will occur when these four pathways can be achieved.

Although it does not rule out the possibility of other researchers modifying these four strands, it would still be very possible for the growth and increase of teacher commitment. What is important is that substantively, the four main indicators of strategic management can be implemented, then these four indicators give rise to inspiration and initiatives that must be carried out by school principals, as has been done by MAN Batam. At MAN Batam it takes the form of three optimizations, and then this has an impact on growing teacher commitment. These three strands then give rise to the fourth plot in the form of a good educational atmosphere or climate so that it is very supportive for the progress of the educational process in an educational institution or school. All of this, in turn, will have an impact on strengthening teacher commitment in schools. That is the meaning of the Four Pathway theory, or in more complete terms, Four Pathways to Increase Teacher's Commitment to the School.

E. Conclusion

The strategic management carried out by the Head of MAN Batam has met the strategic management parameters, including; environmental observation, (environmental scanning), strategy formulation, strategy implementation, and evaluation. Environmental observation. The state of teacher commitment at MAN Batam is classified into two forms of commitment. Teachers' commitment to carrying out their duties professionally and teachers' commitment to improving the quality of Madrasah. The teacher's commitment to carrying out their duties professionally consists of; teaching competency of all teachers; teacher competency as administrative education personnel; the role of the teacher as a teacher; teacher's responsibility as an educator; coordinating or collaborating with teachers of other subjects in an effort to improve and advance teacher quality improvement programs; and the use of varied learning models according to the subject matter. The strategy implementation carried out by the Head of MAN Batam can be classified into three strategy implementations. (1) optimization of school management, where in this case the Head of MAN Batam optimizes management functions such as planning, organizing, creating a work environment, coaching and guidance, supervision and encouragement. (2) optimizing the role of the Head of MAN Batam. (3) optimizing efforts to create committed professional teachers.

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