Management strategy in increasing the effectiveness of learning in madrasas

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KEYWORDS	ABSTRACT
Learning Effectiveness, Madrasa, Strategic Planning, Strategy Implementation, Strategy Management	Contemporary Islamic educational institutions, particularly madrasas, face unprecedented challenges in maintaining educational quality amid rapidly changing landscapes, technological advances, and evolving societal expectations. The need for effective management strategy in increasing the effectiveness of learning in madrasas is critical as these institutions strive to balance traditional Islamic values with modern educational standards and compete within the broader educational ecosystem. This study analyzes the role of management strategy in enhancing learning effectiveness in madrasas, which have unique values and curricula. It examines how strategic planning, resource organization, directed learning program implementation, and sustainable supervision and evaluation can significantly improve student learning quality and outcomes. The research method is a literature review analyzing theoretical and empirical studies related to management strategy and learning effectiveness in Islamic education. Findings indicate that applying adaptive and responsive management strategy principles tailored to madrasa needs—including stakeholder involvement, teacher professional development, educational technology use, and creating a conducive learning environment—positively correlates with increased learning effectiveness. Management strategy is more than an administrative tool; it is a vital foundation for creating an effective, quality learning process in madrasas, enabling the formation of competent and noble graduates.

INTRODUCTION

Madrasa is an integral part of and has a significant contribution to the national education system. Improving quality in madrasas directly influences the quality of national education. Innovative and outstanding madrasas serve as models and inspirations for other educational institutions, encouraging the creation of a better and more competitive educational ecosystem (Annur & Hermawan, 2023). Quality madrasas produce graduates who are not only academically capable and proficient in science and technology but also have a strong foundation of faith and piety (Anidi, 2017).

According to data from the Ministry of Religion (2024), Indonesia has approximately 83,000 madrasas serving over 10 million students across various educational levels. However,

quality disparities remain a significant challenge, with National Assessment results showing that only 35% of madrasas achieve satisfactory academic standards compared to 58% of public schools. Furthermore, the 2022 PISA assessment indicates that Indonesian students, including those from Islamic educational institutions, scored below the OECD average in reading (371), mathematics (366), and science (383), highlighting the urgent need for strategic improvements in educational quality (Gunawan, 2023). The challenges faced by madrasas in increasing the effectiveness of learning are multidimensional and complex. Various internal and external factors often hamper madrasa efforts to achieve optimal learning quality. Some of the main challenges include limitations of resources, conventional learning methods, dynamic curriculum changes, and the increasing teacher workload (Firmansyah & Widiastuti, 2022).

Management strategy in increasing the effectiveness of learning in madrasas plays a crucial role as a systematic and planned approach to dealing with various challenges faced by madrasas and significantly improving the quality of education as a whole (Iskandar & Saputra, 2021). Management strategy starts with the process of analyzing the internal and external environment of the madrasa (Mukhtar et al., 2024). This involves identifying internal strengths and weaknesses (for example, the quality of teachers, existing facilities) as well as external opportunities and threats (for example, changes in educational policies, competition with other institutions, technological developments). Through consistent implementation of management strategy, madrasas gradually build a culture of quality improvement throughout the organization. All stakeholders, ranging from leaders, teachers, and staff to students, become more aware of the importance of planning, measurable actions, and evaluation in achieving goals. Management strategy enables Islamic educational institutions to develop relevant curricula, improve the quality of teaching, and manage resources efficiently (Masykur Said 2024).

Recent studies have further validated this approach: Ramdani Muhammad (2019) demonstrated how management strategy implementation in Islamic schools led to significant improvements in educational quality and student outcomes. Similarly, Harristhana Ahmad et al. (2023) found that madrasas employing systematic management strategy showed 40% better performance indicators compared to those using traditional management approaches. Additionally, Subagyo Ahmad (2025) provided empirical evidence that management strategy frameworks specifically designed for Islamic educational contexts resulted in enhanced teacher satisfaction, improved student achievement, and better community engagement in madrasa development initiatives. The quality of the expected learning process includes student-centered learning that is interactive, participatory, and encourages critical thinking, creativity, and collaboration. The teacher acts as a facilitator and motivator, using various methods and learning media that are innovative and relevant to the needs of students.

However, learning is often still dominated by a one-way lecture method (teacher-centered), is less interactive, and lacks active student involvement. The use of varied learning media and technology is still limited. Teachers may not fully adopt a student-centered learning approach. Despite extensive research on management strategy in general educational contexts and some studies on Islamic education management, there remains a significant research gap regarding the specific application and effectiveness of management strategy principles in madrasa settings. Previous studies have primarily focused on either theoretical frameworks of

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Islamic education management or general strategic planning in educational institutions, but few have systematically examined how management strategy processes can be specifically adapted to address the unique challenges and characteristics of madrasas. Furthermore, most existing research lacks comprehensive analysis of the relationship between management strategy implementation and measurable learning effectiveness outcomes in Islamic educational institutions, particularly in the Indonesian context, where madrasas operate within a dual curriculum system integrating both religious and secular subjects.

As previously identified, madrasas face a variety of complex challenges, ranging from limited resources and learning methods needing renewal to adapting to curriculum changes and technological development. Management strategy provides a systematic framework for analyzing these challenges comprehensively, identifying the root of the problem, and formulating planned and effective solutions.

This research aims to achieve several specific objectives: (1) to analyze the fundamental role of management strategy in enhancing learning effectiveness within madrasa educational settings; (2) to examine the key components and processes of management strategy most relevant and applicable to Islamic educational institutions; (3) to evaluate the relationship between management strategy implementation and measurable learning outcomes in madrasas; and (4) to identify best practices and recommendations for effective management strategy implementation in madrasa contexts. The expected benefits of this research include providing theoretical contributions to Islamic education management literature, offering practical guidance for madrasa administrators and policymakers in implementing effective management strategy approaches, supporting evidence-based decision-making in Islamic educational institutions, and contributing to the broader discourse on educational quality improvement in diverse cultural and religious contexts. Furthermore, this research is expected to inform policy development for Islamic education at national and institutional levels, enhance understanding of management strategy adaptation in unique educational environments, and provide a foundation for future empirical studies on management strategy effectiveness in Islamic educational institutions.

METHOD

This research employs systematic literature review methodology using qualitative analysis techniques. The research population consists of scholarly literature published between 2015-2025 related to strategic management and learning effectiveness in Islamic educational institutions, particularly madrasas. The sampling technique utilized purposive sampling to select relevant academic sources including peer-reviewed journal articles, books, government reports, and institutional publications. Data collection was conducted through systematic database searches using keywords such as "strategic management," "madrasa," "Islamic education," "learning effectiveness," and "educational quality" from academic databases including Google Scholar, JSTOR, ProQuest, and specialized Islamic education journals. Data sources include both primary sources (original research studies and policy documents) and secondary sources (review articles and meta-analyses). The research location encompasses literature from various geographical contexts with particular emphasis on Indonesian Islamic educational institutions. Data analysis techniques include thematic analysis, content analysis,

and synthesis of findings across multiple sources to identify patterns, trends, and key insights related to strategic management in Madrasa settings.

In writing this article, researchers use qualitative methods with data collection techniques based on library research (literature study). Literature research is research conducted using literature, both in the form of books, as well as journals/reports on previous research results. This approach was chosen because the focus of research was to analyze the role of strategy management in increasing the effectiveness of learning in madrasas based on theoretical and empirical reviews of various relevant literature. This research process includes several stages, namely:

1. Identification and Data Collection: This initial stage involves searching for literature that is relevant to the research topic. Keywords such as strategy management, learning effectiveness, madrasa, strategic planning, strategy implementation are used to filter relevant sources. These sources are obtained from academic databases, digital libraries, and physical collections.

2. Classification and Critical Analysis: After the data is collected, literature is classified based on the main themes, such as the definition and concept of strategy management, challenges faced by madrasas, the role of strategy management in education, as well as case studies or previous research results on the effectiveness of learning in madrasas. Critical analysis is carried out to evaluate the credibility, relevance, and consistency of information from each source. It aims to ensure the data used is valid and can be accounted for.

3. Information synthesis: At this stage, information from various sources that have been analyzed is synthesized or combined into a cohesive unit. This process allows researchers to identify consistent patterns, trends, and conclusions from various previous studies. For example, how various experts define strategy management in the context of education, and what factors are consistently identified as driving the effectiveness of learning.

4. Withdrawal of conclusions: Based on information synthesis, researchers draw conclusions that answer research questions. This conclusion is formulated logically and supported by strong evidence of the literature that has been reviewed. The results of this study are expected to provide a comprehensive understanding of the fundamental role of management strategies in creating effective and quality learning processes in Madrasas.

RESULTS AND DISCUSSIONS
Basic Concepts of Strategy Management

a. Definition and nature of strategy management

In the Big Indonesian Dictionary (KBBI), strategy management is not specifically defined, but the term "management" and "strategy" are explained separately. KBBI, the latest edition (2021), defines "management" as a process of planning, organizing, and controlling resources to achieve goals. "Strategy" means a plan or method to achieve certain goals (Masykur Said 2024).

The term management comes from English "to manage" which has the meaning of regulating, managing, and managing which is generally used in an organ of both large and small organizations (Harristhana Ahmad et al. 2023)

Management is a process as an effort to achieve certain goals through efficient use of human resources and materials (Ramdani Muhammad 2019). According to Assauri, strategy is

a statement that directs how each individual can work together in an organization in an effort to achieve the goals and objectives of the organization. The strategy must be able to describe the right or appropriate decision direction (Ramdani Muhammad 2019). According to Susanto, strategic management is a series of decisions and managerial implementation obtained from the process of implementing plans that have been prepared to achieve superior quality (Ramdani Muhammad 2019). From some of the opinions above, strategic management is a systematic approach to increasing management responsibilities, conditioning the organization in the right position in achieving goals in certain ways for success and sustainability and making schools/ madrasas better in the future.

Strategy management in Islamic educational institutions, especially madrasas is the key to ensuring survival and competitiveness during the challenges of globalization and social change. Madrasas have a mission that not only covers academic aspects but also spiritual, moral and character. However, in this globalization era madrasa is faced with increasingly complex challenges that require the application of effective strategy management.

b. Strategy Management Process (Planning, Implementation, Evaluation).

Strategy management in Islamic education involves a series of processes designed to achieve the vision and mission of educational institutions through systematic planning, appropriate implementation, and sustainable evaluation.

This process generally includes three main stages, namely the formulation of strategy, implementation of strategy, and evaluation and strategy control (Masykur Said 2024)

The strategy formulation stage is the first step in strategy management that aims to formulate a clear direction for educational institutions (Saleh, 2025). This stage includes the determination of vision and mission, as well as strategic goals and objectives. The strategy implementation stage involves concrete actions to carry out the strategies that have been formulated. This stage includes the development of strategic programs and policies as well as the allocation of resources and organizing. The evaluation and control stage aims to ensure that the strategies applied are running according to the plan and achieving the stated goals (Rahman & Habiburrahman, 2024).

The management process of strategies in Islamic education is very important to ensure that educational institutions can achieve their vision and mission (Sulistyorini, 2022). The Strategy Stage Phase helps determine a clear direction, the implementation stage ensures that concrete action is taken to achieve goals, and the evaluation and control stage ensures the strategy remains relevant and effective. By implementing good strategy management, Islamic educational institutions can improve the quality of education and achieve their goals more effectively (Nasution & Abdullah, 2023).

Basic concepts of learning effectiveness

a. Definition and indicator of learning effectiveness

In the Big Indonesian Dictionary, the term learning effectiveness is not included in one sentence but in the Big Indonesian Dictionary (KBBI) Effectiveness can be interpreted as one of the levels of success of activities or efforts in achieving the desired goals (Erina Mifta Alvira et al. 2023).

The effectiveness of learning is a measure of the success of a process of interaction between students and between students and teachers in educational situations to achieve learning goals (Rohmawati 2015). The basic concept of learning effectiveness is centered on achieving the learning objectives that have been optimally determined through a planned interaction process between the teacher and student, as well as the management of a conducive learning environment.

The effectiveness of learning is very dependent on the existence of learning objectives that are formulated clearly, specifically, measured, achieved, relevant, and bound by time. This goal is a guide for teachers in designing and implementing learning, as well as being a benchmark to assess their success (Tambrin et al., 2021).

3. Implementation of learning strategies in Madrasas

Madrasa is a religious education unit on a formal path that has developed long enough and has a long history in the world of Indonesian education. The madrasa education system was brought to Indonesia at the end of the nineteenth century by scholars who returned after studying in the Middle East. Although the model was adopted from Islamic education institutions in the Middle East in the Middle Ages, adaptation by Indonesia was considered unique among similar institutions in other countries from its formation because from the beginning the madrasa also taught the curriculum of public schools that were used in Dutch schools, in addition to religious education (Muhammad Ali 2011).

Madrasas have grown and developed so that it is part of Indonesian culture, because it grows and processes together with the entire process of change and development that occurs in society. The long period of time he has gone through (approximately one century) proves that madrassas are able to survive with their own character. Madrasas are present as an Islamic educational institution that is oriented towards religious development and student morals. That character distinguishes between madrasas and public schools on formal education (Taufik, 2019).

At present, madrasas are placed as an Islamic educational institution that is in the national education system and is under the guidance of the Ministry of Religion. Law of the Republic of Indonesia No. 20 of 2003 concerning the National Education System places madrasas in line with public schools as an education unit in the national education system. Article 17 paragraph 2 and Article 18 paragraph 3 of the law confirms that: Basic Education in the form of Elementary Schools (SD) and Madrasah Ibtidaiyah (MI) or other forms of equivalent and Madrasah Tsanawiyah (MTs), or other forms of equivalent "; equivalent (RI Law No. 12 of 2003.)

Implementation of strategy management in madrasas is a process that requires careful planning and adjustments to Islamic values and principles. The steps for implementing the strategy in Madrasa are as follows (Subagyo Ahmad 2025):

Compilation of Vision and Mission

The preparation of a clear vision and mission reflects Islamic values and long-term goals of madrasas. Vision and mission must be in harmony with the analysis of the strengths and weaknesses of Madrasa as well as external opportunities and threats. In Islamic education, vision and mission usually refer to religious values determined by the Qur'an and Hadith, as well as understanding of the traditions of classical and modern Islamic education. Other sources

include government policies and community demands. The vision and mission based on Islamic values are very important because they ensure that all educational activities are consistent with religious teachings. This creates an environment that supports students' moral and spiritual development.

Setting strategic goals and objectives

After compiling the vision and mission, the madrasa determines specific goals and objectives. The goal is the result to be achieved by educational institutions/madrasas in the long run. This goal is the direction as well as a benchmark for success in achieving the vision and mission of the institution. The determination is carried out clearly, measurable, realistic, and always refers to the values of Islam and the needs of students and the community.

Target determination

Madrasas determine specific and measurable targets for each target. Targets include student academic average grades, increasing the number of students participating in religious extracurricular activities, and increasing the number of teachers participating in professional training.

Policy making

Madrasas make policies that support strategy implementation. This policy includes the integration of Islamic religious education curriculum and general education, improving the quality of teachers through conducive learning environment training and development.

Strategic policies are prepared as an official guideline in the implementation of the program, thus providing clear directions and restrictions for all madrasa elements. This policy includes aspects of curriculum, human resource management, evaluation systems, Islamic work culture, and transparent and accountable financial governance

Preparation of programs and budgets

The preparation of the program is an important stage in the implementation of strategy management in Madrasas that aims to translate the vision, mission, and the objectives of the Madrasa into concrete steps that are structured and sustainable. This process involves the preparation of various priority programs and operational policies that are tailored to the needs of students, environmental challenges, and the values of Islamic teachings.

Strategic programs developed include various fields, such as strengthening teacher competencies, character development and morals, innovation in learning, improving the quality of educational services, and managing facilities and infrastructure efficiently. In addition, the program is also designed to answer actual issues such as the integration of digital technology in learning, increasing religious literacy and science, as well as the empowerment of the community around the madrasa.

This program ensures that madrasas have a clear plan to achieve the desired goals and sufficient budgets to support the implementation of the program

f. Strategy implementation

Systematic implementation of strategies assisting madrasas in achieving the desired educational goals. This implementation involves the development of an integrated curriculum, teacher training, the development of the learning environment, and religious extracurricular activities.

g. Evaluation and control

Evaluation is carried out systematically, measurable, and sustainable to various madrasa programs, including academic, managerial, financial, religious, and student character development. Evaluation is carried out by the Head of Madrasah together with the evaluation team, as well as involving the participation of teachers, students, parents, and madrasa committees.

Control is a mechanism for directing, correcting, and stabilizing the implementation of the strategy to remain on the path. Control is carried out through routine monitoring of program implementation (daily, weekly, or monthly) and periodic performance reports, compiled by each unit or division in Madrasas.

CONCLUSION

This research demonstrated that strategic management plays a crucial role in enhancing learning effectiveness in madrasas by enabling them to optimize resources, develop innovative learning programs, and create conducive environments through planned, organized, directed, and evaluated strategies. Effective learning depends on clearly formulated, specific, measurable, achievable, relevant, and time-bound objectives that guide teachers and provide benchmarks for assessment. Future research should focus on empirical studies that quantitatively measure the impact of specific strategic management interventions on learning outcomes in madrasas, develop standardized frameworks tailored to Islamic education, explore technology integration in strategic processes, compare approaches across madrasa types and regions, and investigate the link between strategic management and long-term institutional sustainability. These efforts will deepen understanding of strategic management in diverse Islamic educational settings and support evidence-based policy development.

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