



THE RELATIONSHIP BETWEEN ENTREPRENEURIAL COMPETENCE, SOCIAL COMPETENCE, AND MANAGERIAL COMPETENCE OF MADRASAH PRINCIPALS AND STRATEGIC DECISIONS IN MANAGING EDUCATIONAL RESOURCES AT STATE MADRASAH ALIYAH IN RIAU ISLANDS PROVINCE

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Abstract

This study aims to examine the correlation between Entrepreneurial Competence, Social Competence, and Managerial Competence with Strategic Decisions. The usefulness of this research is to enrich the scientific paradigm in the field of Islamic Education Management, particularly in the study of Human Resource Management. This research is a quantitative study using a survey method. The research population includes all academic communities in State Madrasah Aliyah in Riau Islands Province. The sample consisted of 155 respondents, selected through purposive sampling techniques. A questionnaire with a Likert scale was used as the instrument. Data were analyzed using correlation analysis. The results show that: (1) Entrepreneurial Competence (X1) has a direct influence on Strategic Decisions (Y) by 27%. (2) Social Competence (X2) has a direct influence on Strategic Decisions (Y) by 30%. (3) Managerial Competence (X3) has a direct influence on Strategic Decisions (Y) by 44%. (4) Entrepreneurial Competence (X1), Social Competence (X2), and Managerial Competence (X3), simultaneously, have a direct influence on Strategic Decisions (Y) by 48%. The conclusion of this study is that Entrepreneurial Competence, Social Competence, and Managerial Competence can influence Strategic Decisions. Strategic decisions are a crucial element in determining the direction and sustainability of an organization. This research proves that several factors can influence strategic decision-making, including entrepreneurial competence, social competence, and managerial competence.

Keywords : Entrepreneurial Competence, Social Competence, Managerial Competence, Strategic Decisions



1. INTRODUCTION

In the era of global competition and dynamic changes in educational policies, education plays a crucial role in preparing a qualified generation for the future. The quality of education will determine its outcomes, namely excellent and competent students. This generation will become the hope as well as the successors of the nation's struggle to advance the life of the people and the state. Education focuses on producing generations who are ready to compete in the future; moreover, it serves as a means to achieve Indonesia's noble aspiration enlightening the life of the nation. (Salfen, 2024)

In facing the development of the times, today's life demands will certainly differ greatly from those of the past. Systems that were once relevant may no longer align with today's and tomorrow's order of life. The more rapid the development of the era, the more new challenges arise, including the competition for superior human resources in the future. To prepare excellent human resources, one important step is to improve the quality of education itself. In preparing professional orthotists and prosthetists, education must produce graduates with high academic achievements. Graduate quality is a vital factor, making education the spearhead in producing professional workers. (Nurhayati, 2022)

In the development of education, there are three factors that may cause unequal improvement in educational quality, namely: (1) Many assume that schools with good input will automatically produce good output, while in fact the educational process greatly determines the outcomes. (2) The implementation of national education is carried out in a bureaucratic-centralistic manner, making schools highly dependent on central bureaucracy decisions, which sometimes do not align with local school conditions. As a result, schools lose autonomy, flexibility, creativity, and initiative to improve and develop their institutions, including efforts to enhance school quality. (3) The lack of participation from school communities (teachers) and society (parents) in the implementation of education. (Roziqin and Baqi, 2021)

Madrasah is an educational institution established to develop individuals into educated persons regardless of their cultural, social, or economic background. A madrasah is designed as an organization that contributes to improving the quality of life for the wider community. Madrasah can be managed and empowered to achieve recognition as a quality educational institution, capable of optimally shaping students to produce the best possible outcomes. The desired effectiveness of a madrasah lies in its ability to fully realize its vision and mission in producing optimal educational outputs. (Mukhtar and Iskandar, 2009)

Madrasahs face various challenges, particularly in the quality of input, process, and output. Regarding input quality, especially students, negative stigmas often arise, such as being considered a "last resort" for those who failed to enter other schools. Likewise, in the process quality, due to weak input, the teaching and learning process faces obstacles, including discipline that cannot be implemented optimally. If the learning process is not carried out effectively, the output quality will also fall short of expectations. (Rosidin, 2019)

Given these conditions, madrasahs require reform and improvement, beginning with strong leadership and a credible management system. In facing increasingly complex challenges, madrasahs institutions that integrate religious values and general knowledge are expected not only to produce intellectually intelligent graduates but also creative and adaptive individuals. To achieve this, the role of the Madrasah Principal, along with teachers and administrative staff,



becomes crucial. Entrepreneurial competence, social competence, and managerial competence are essential factors and play a strategic role in managing educational resources to achieve quality madrasah goals. (Almaydza Pratama, 2025)

The leadership structure in madrasahs functions as the main guide in managing human and other resources to achieve optimal educational goals. By defining hierarchy, functions, and interrelationships in madrasah management, this structure provides a clear foundation for every task and responsibility. Clarity in the distribution of roles, authority, and responsibilities is a key factor to ensure that all stakeholders understand their respective roles in supporting effective educational management. (Samsu, 2025)

The Madrasah Principal is the position most responsible for the success of educational programs and learning within the institution. The success of these programs is influenced by several variables, including curriculum, educators, students, infrastructure, funding, and partnerships. All these variables must be managed systemically and synergistically to be empowered effectively and efficiently. Therefore, the competencies of the principal need to be developed continuously. A competent principal can optimally utilize the potential of the madrasah while minimizing existing weaknesses. The competencies of a principal are interconnected and significantly impact performance as well as leadership effectiveness in managing educational resources. Each competency aspect applied influences strategic decision-making in planning, managing, and evaluating education within the madrasah. (Maryatin, 2013)

A madrasah principal must be able to position themselves well in carrying out their role as a leader responsible for the progress of the institution. Strong personal competence makes them a role model for teachers, education staff, and students. A principal with integrity and good character can establish a positive academic culture and inspire subordinates to work better. In terms of managerial competence, the principal is responsible for optimally managing educational resources to achieve the madrasah's goals. Educational success greatly depends on how the principal designs strategies to develop programs, allocate resources, and ensure the effectiveness of the teaching and learning process. Decisions must be data-driven and considerate of the welfare of all stakeholders. In the context of madrasah leadership, the principal's competencies especially entrepreneurial competence, social competence, and managerial competence greatly influence how strategic decisions are made. A principal with strong entrepreneurial competence tends to have an innovative vision and can design adaptive strategies to face educational challenges. Meanwhile, social competence enables effective communication and the creation of a harmonious work environment. On the other hand, managerial competence plays a role in efficiently managing resources, ensuring that all operational aspects run optimally. (Inom Nasution, 2024)

Entrepreneurial competence also allows principals to face competitive challenges and enhance the competitiveness of madrasahs in the future. Principals with an entrepreneurial spirit are more innovative in developing educational programs, seeking collaboration opportunities, and optimizing institutional potential to improve the quality of educational services. Perseverance, creativity, and problem-solving skills in various situations are essential elements in making strategic decisions. In addition, supervisory competence is crucial to ensure that the entire educational process runs in accordance with academic standards and established goals. Principals must be able to monitor and guide teachers and staff to create a conducive and quality learning environment. Finally, social competence plays a crucial role in building harmonious relationships



with various parties, both within and outside the madrasah. Principals with good communication and interaction skills can more easily implement policies, build cooperation with stakeholders, and create synergy in managing educational resources. These skills also support the effective implementation of other competencies, such as personality, managerial, entrepreneurial, and supervisory competencies. (Uswatun Hasanah, 2025)

Several studies indicate that high professionalism can encourage principals' creativity through strong discipline and dedication. Good social competence can enhance creativity through positive interaction and effective collaboration among principals. Managerial competence enables effective management of resources and work environments that support the exploration of new and innovative ideas. However, some argue that excessive focus on strict rules and structures may limit the principals' freedom to think creatively. (Plasida Palius, 2024)

Other studies also show that organizations promoting professionalism often see increases in the creative behavior of their principals. For example, a study conducted by Amabile et al. (1996) found that professional work environments, such as recognition of individual contributions and strong collaboration, significantly increase principals' creativity. Additionally, research by Tierney and Farmer revealed that principals' perceptions of managerial support and adequate resources are positively correlated with their creativity levels. Principals who feel valued and supported by management tend to be more creative and innovative in their work. Nevertheless, despite various efforts to enhance professionalism, social competence, and managerial competence of madrasah principals, research examining how these three aspects relate to principals' creative behavior remains limited. Principals' creativity is crucial to producing innovations in teaching methods, curriculum development, and daily problem-solving within madrasahs. Creativity not only helps improve educational quality but also allows institutions to face changes and challenges more flexibly and adaptively. (Rusdiana, 2019)

Educators' and education staff's creativity is highly needed today, as it is undeniable that the increasingly advanced era demands innovations in order to support quality education capable of competing globally. New innovations are necessary to respond to global challenges, particularly in the field of education. In the era of Society 5.0, educators and education staff are confronted with advanced digital technologies integrated into all aspects of life, including education, such as access to virtual spaces that feel like physical spaces. In facing these new challenges, creativity becomes the key. Madrasah principals need to be able to think outside the box, discover new solutions, and implement innovations in the learning process. This drives educators and education staff to continuously offer new breakthroughs in the learning stages. (Salfen, 2024)

Among the existing challenges, madrasah principals play a crucial role in making strategic decisions that affect the effectiveness of educational resource management. However, in practice, several contemporary issues arise related to the implementation of entrepreneurial, social, and managerial competencies in madrasah management. One of the main challenges faced by madrasah principals is the limited budget available to improve educational quality. Many madrasahs, especially private ones, still depend on government financial assistance, which is often limited and insufficient to cover operational needs. In this situation, principals' entrepreneurial competence becomes essential in seeking alternative solutions, such as building partnerships with external parties, developing madrasah business units, or utilizing CSR funds from companies.



However, not all principals possess adequate entrepreneurial skills, so opportunities for additional funding cannot always be optimized. (Nurhayati, 2018)

The lack of managerial understanding in managing educational resources has also caused problems, such as insufficient financial, infrastructure, and staff planning systems; difficulties in designing work programs based on data and real needs of the madrasah; and weak supervision and evaluation systems, which slow down educational quality improvement. These conditions result in less accurate strategic decision-making, such as the misallocation of funds or unsustainable quality improvement programs. Madrasah education plays an important role in producing generations who excel academically, morally, and spiritually. To achieve this, the madrasah principal, as a leader, holds great responsibility in strategically managing educational resources. Therefore, objective and measurable instruments are needed to evaluate principals' competencies so that they can make appropriate decisions to improve educational quality. (Triarsuci, 2024)

One important instrument developed by the Ministry of Religious Affairs of the Republic of Indonesia (Kemenag) is the *Madrasah Principal Competency Assessment (AKK)*. To build the existence and dignity of a profession, the quality of its members is essential. Such quality is obtained through continuous professional development and quality control carried out systematically. These efforts are conducted through competency assessments to evaluate and measure the professionalism of teachers and madrasah education staff. Continuous professional development is an effort to enhance the professionalism of madrasah teachers and education staff. For teachers, it is based on the results of the Teacher Performance Appraisal (PKG), the Teacher Competency Assessment (AKG), self-evaluation, and student achievement outcomes. For principals, it is based on the results of the Principal Performance Appraisal (PKKM) and assessment results. These assessments, used as references in professional development and improvement, have a positive impact on increasing competencies and improving the performance of teachers and education staff, ultimately improving the quality of madrasah education.

The results of the AKK by the Ministry of Religious Affairs of Riau Islands Province revealed variations in principals' entrepreneurial, social, and managerial competencies. This shows that not all madrasah principals possess optimal levels of competence in making strategic decisions related to educational resource management. The results of the Phase 1 AKK in 2024 in several State Madrasah Aliyah (MAN) in the Riau Islands show variations in scores that reflect differences in principals' levels of entrepreneurial, social, and managerial competencies. (Julaili Ismi, 2021)

These differences in assessment scores indicate that there are factors influencing principals' effectiveness in making strategic decisions regarding educational resource management. Principals with high assessment scores tend to be more effective in managing educational institutions, designing development strategies, and building good social relationships with stakeholders. Conversely, principals with lower scores may face challenges in managerial aspects. With this research gap and variations in assessment results, further studies are needed to examine the relationship between madrasah principals' entrepreneurial, social, and managerial competencies and strategic decisions in managing educational resources at State Madrasah Aliyah in Riau Islands Province.

This research is expected to contribute to the development of a more effective madrasah principal leadership model and serve as a reference for the Ministry of Religious Affairs in designing competency-strengthening programs for principals to improve the quality of madrasah education



in Indonesia, particularly in Riau Islands Province. Based on the above background, the research problems are formulated as follows:

1. Is there a significant relationship between entrepreneurial competence (X1) and strategic decisions (Y) in managing educational resources at State Madrasah Aliyah in Riau Islands Province?
2. Is there a significant relationship between social competence (X2) and strategic decisions (Y) in managing educational resources at State Madrasah Aliyah in Riau Islands Province?
3. Is there a significant relationship between managerial competence (X3) and strategic decisions (Y) in managing educational resources at State Madrasah Aliyah in Riau Islands Province?
4. Is there a significant relationship between entrepreneurial competence (X1), social competence (X2), and managerial competence (X3) and strategic decisions (Y) in managing educational resources at State Madrasah Aliyah in Riau Islands Province?

2. RESEARCH METHOD

The research approach used is a quantitative approach, namely research that employs questionnaires and observation methods. This study was conducted at State Madrasah Tsanawiyah in Riau Islands Province. Data collection was carried out by distributing research questionnaires on educational marketing. The research population consisted of the entire academic community in three schools: State Madrasah Tsanawiyah 1 Pelalawan, State Madrasah Tsanawiyah 1 Pekanbaru City, and State Madrasah Tsanawiyah 1 Siak. The sampling technique used was purposive sampling, in which the research subjects were selected based on specific criteria. This technique is applied when the researcher already has targeted individuals who match the research objectives. In addition, the researcher also analyzed documents, such as written materials, images, works, and electronic documents. The collected documents were analyzed, compared, and integrated (synthesized) into a systematic, comprehensive, and cohesive study (Asrulla & Risnita, 2023).

The instrument used in this study was a questionnaire, which is a form of information gathering from respondents through structured questions or statements regarding the required information. Each response was measured using a Likert scale ranging from very positive to very negative, consisting of: Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree. The data analysis technique used to determine the quantitative effect between variables was multiple linear regression analysis with the assistance of SPSS 29.0 software. Hypothesis testing was carried out using the t-test and F-test.

The questionnaire instrument used in this study was carefully designed to cover aspects relevant to the phenomena being investigated. The questions or statements were formulated clearly and aligned with the research objectives. Moreover, the questionnaire went through validity and reliability testing to ensure that it accurately measured the constructs under study.

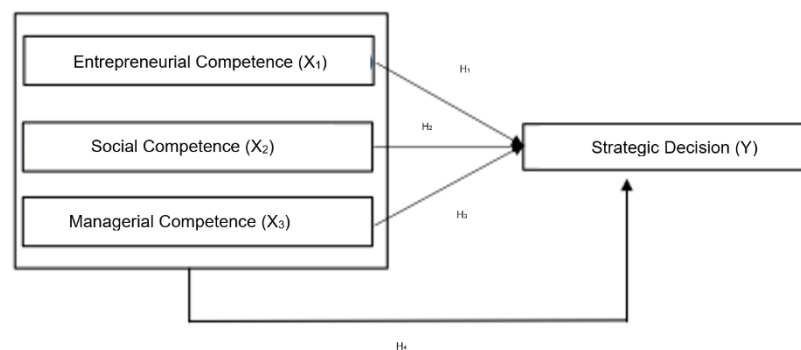
The Likert scale was employed as a measurement tool to illustrate the level of agreement or disagreement of respondents toward the statements in the questionnaire. This scale provided respondents the flexibility to express their opinions in detail, ranging from very positive to very negative. Thus, the Likert scale enabled the researcher to capture variations in respondents' perceptions and attitudes toward the studied phenomena.



Correlation analysis is a statistical method that measures the strength and direction of a linear relationship between two or more variables without establishing causality. The result is presented as a correlation coefficient ranging from -1 to 1, where a positive value indicates a positive correlation (if one variable increases, the other also increases), a negative value indicates a negative correlation (if one variable increases, the other decreases), and a value of zero indicates no linear relationship.

3. RESULT AND DISCUSSION

From the 155 samples, instrument testing was conducted. From these samples, one State Madrasah Aliyah in three regencies/cities was selected as the research sample. This study aims to formulate the correlation between Entrepreneurial Competence, Social Competence, and Managerial Competence of Madrasah Principals with Strategic Decision-Making. The constellation of influences among these variables can be seen in the following model:



Picture 1. Correlation Model

The results of hypothesis testing have provided an explanation that there is a significant relationship between entrepreneurial competence, social competence, and managerial competence of madrasah principals and strategic decision-making in managing educational resources at State Madrasah Aliyah in Riau Islands Province. From the hypotheses proposed in this study, all three hypotheses proved that there is a significant relationship, both partially and simultaneously, between the dependent variable and the independent variables. The discussion of each hypothesis testing result can be described as follows:

a. Entrepreneurial Competence (X1) and Strategic Decision-Making (Y)

The entrepreneurial competence of madrasah principals contributes significantly to strategic decision-making. Principals with a strong entrepreneurial spirit tend to be more innovative, capable of finding solutions, and identifying new opportunities in managing madrasah educational resources. Based on the multiple correlation coefficient calculation above, it is known



that the Entrepreneurial Competence variable (X1) influences the Strategic Decision-Making variable (Y) by 27%, while the remaining 73% is influenced by other variables.

In the field of education, effective resource management is a key factor in improving service quality and achieving educational goals. Entrepreneurial competence plays a crucial role in strategic decision-making to optimize available resources. The results of this study show that there is a meaningful relationship between entrepreneurial competence and strategic decision-making in managing educational resources. These findings are consistent with previous studies showing that principals' entrepreneurial competence can influence strategic decisions, particularly in the quality of educational services.

Educational leaders with entrepreneurial skills are generally more innovative, adaptive, and able to identify opportunities to enhance the effectiveness and efficiency of resource utilization. With skills such as creative thinking, calculated risk-taking, and the ability to manage opportunities and challenges, strategic decisions can foster the development of a more competitive educational system. For example, in the face of budget constraints, a madrasah principal with entrepreneurial competence can seek alternative funding sources through partnerships with the private sector or the management of independent educational business units.

A study conducted by Chandra (2023) reported that the principal of SMK Negeri 2 Balikpapan continued to develop an entrepreneurial culture through various strategies, although some aspects still needed improvement. Programs such as canteen management, entrepreneurship in school anniversaries, "Pekan Cinta Rasul," weekend activities, as well as production unit and souvenir shops, became part of these efforts. The active role of the principal in generating innovative ideas and collaborating with the teaching staff is a key factor in fostering entrepreneurial character. With continuously updated strategies and strong school management support, an entrepreneurial spirit that is competitive and independently capable of creating opportunities can be developed.

In the context of Islam, entrepreneurial competence can be linked to the values contained in the Qur'an. One relevant verse is Surah Al-Jumu'ah (62:10):

فَإِذَا قُضِيَتِ الصَّلَاةُ فَانْتَشِرُوا فِي الْأَرْضِ وَابْتَغُوا مِنْ فَضْلِ اللَّهِ وَاذْكُرُوا اللَّهَ كَثِيرًا لَعَلَّكُمْ تُفْلِحُونَ

Meaning:

"And when the prayer has been concluded, disperse within the land and seek from the bounty of Allah, and remember Allah often that you may succeed."

This verse emphasizes the importance of working hard, seeking sustenance, and utilizing the earth's potential as a form of entrepreneurial effort to obtain Allah's bounty. Entrepreneurial competencies such as creativity, courage, hard work, and resource management align with this command to take concrete action in developing economic potential. The verse also highlights the balance between worldly endeavors and remembrance of Allah as a guiding principle of life.

Another strategic challenge in decision-making is related to the learning process, such as the use of technology, which is a crucial aspect. Digital innovation can be utilized to improve the quality of learning at more efficient costs. Cost efficiency can be achieved through collaboration with the government or universities to determine appropriate methods that suit the conditions of madrasahs.

For instance, research by Fikrah (2024) reported that the School Committee of Madrasah Aliyah Nurul Iman had carried out various innovations to improve the quality of education. These



innovations included the use of information technology in the learning process, capacity-building for teachers through training and workshops, and partnerships with external parties such as universities and technology companies. The application of information technology included the use of e-learning platforms, learning applications, and hardware such as computers and projectors, making learning more interactive and accessible to students.

According to Wiyatno & Muhyadi (2013), school principals are the driving force behind school quality improvement and must understand how to enhance, develop, and manage entrepreneurial skills. Thus, entrepreneurial competence not only helps optimize educational resources but also fosters a more adaptive and innovative learning environment to face global challenges.

b. Social Competence (X2) on Strategic Decision-Making (Y)

Social competence also has a significant influence on strategic decision-making. A madrasah principal who is able to communicate effectively, build harmonious relationships with various stakeholders, and encourage the active participation of teachers and the community tends to make better decisions. Based on the calculation of the multiple correlation coefficient above, it is found that the Social Competence variable (X2) influences the Strategic Decision-Making variable (Y) by 30%, while the remaining 70% is influenced by other variables.

The social competence of school/madrasah principals plays an important role in effective strategic decision-making in managing educational resources. As leaders, principals must be able to communicate well, establish harmonious relationships with various parties, and build solid cooperation with educators, students, parents, and other stakeholders. These abilities contribute to more efficient resource management, ranging from improving the quality of educators, allocating educational funds appropriately, to optimizing the use of school facilities and infrastructure. This study found that there is a significant relationship between the social competence of madrasah principals and strategic decision-making in managing educational resources at State Madrasah Aliyah in Riau Islands Province.

This result is also supported by Junaedi (2023), who stated that strong social competence among school principals can generate positive impacts in improving the quality of education. High social competence enables principals to build networks with external parties, such as industry, government, and educational communities, to increase both financial support and collaborative learning programs. With a collaborative approach, strategic decisions taken do not only consider administrative aspects but also humanistic and participatory dimensions that promote sustainability and effectiveness in managing educational resources.

Ratnawulan et al. (2023) state that social competence in becoming a successful leader in educational institutions consists of eight key dimensions that must be mastered by a school principal. A principal must be able to establish values, vision, and clear direction to build trust and achieve desired goals. In addition, they must be capable of transforming teaching and learning conditions, restructuring the organization, and redesigning rules and responsibilities more effectively. Enhancing curriculum quality, teaching staff, and learning processes are also crucial aspects of educational leadership. Furthermore, the principal must build solid internal



collaboration and foster strong relationships with external parties to support the holistic advancement of educational institutions.

Therefore, the better the social competence of a school principal, the greater the impact in creating a conducive, innovative, and high-quality educational environment. Social competence in Islam can be related to various verses of the Qur'an that emphasize the importance of good relations with others, cooperation, and mutual respect. One relevant verse is Surah Al-Hujurat (49:13):

يَا أَيُّهَا النَّاسُ إِنَّا خَلَقْنَاكُمْ مِنْ ذَكَرٍ وَأُنْثَىٰ وَجَعَلْنَاكُمْ شُعُوبًا وَقَبَائِلَ لِتَعَارَفُوا ۚ إِنَّ أَكْرَمَكُمْ عِنْدَ اللَّهِ أَتَقْوَاهُ ۚ إِنَّ اللَّهَ عَلِيمٌ خَبِيرٌ

Meaning:

"O mankind! Indeed, We created you from a male and a female, and made you into nations and tribes so that you may know one another. Verily, the most honorable of you in the sight of Allah is the most righteous among you. Indeed, Allah is All-Knowing, All-Aware."

This verse emphasizes the importance of mutual recognition and positive social interaction among humans, regardless of ethnic, national, or cultural differences. Social competence, such as communication skills, empathy, cooperation, and conflict management, can be linked to the spirit of this verse. Harmonious interaction requires social skills to understand others and build beneficial relationships.

c. Managerial Competence (X3) on Strategic Decision-Making (Y)

Managerial competence has been proven to be a dominant factor influencing strategic decision-making. Madrasah principals who possess skills in planning, organizing, leading, and evaluating educational resources are more effective in determining appropriate management strategies. Based on the calculation of the multiple correlation coefficient above, it is found that the Managerial Competence variable (X3) affects the Strategic Decision-Making variable (Y) by 44%, while the remaining 56% is influenced by other variables.

The managerial competence of school principals plays a crucial role in strategic decision-making to manage educational resources effectively and efficiently. Principals with strong managerial skills are able to plan, organize, direct, and evaluate the utilization of resources, including educators, finances, facilities and infrastructure, as well as learning systems. Appropriate strategic decisions will ensure that every aspect of education is optimally managed to improve the quality of learning and the competitiveness of schools. In this study, it was found that the managerial competence of madrasah principals has a significant relationship with strategic decision-making in managing educational resources at State Madrasah Aliyah in the Riau Islands Province. This result implies that the professionalism of school principals in performing their managerial roles must be grounded in the professional path pursued through education. With the knowledge acquired through education, principals are able to function as administrators, managers, and supervisors.

The school principal holds a central role in the administration of education and is responsible for the smooth running of the learning process. Effective management by the principal



is the key factor in ensuring that human resources, finances, facilities and infrastructure, as well as information, can function optimally to achieve educational goals. Without proper management, the various supporting elements of the school cannot contribute maximally to improving the quality of education.

Managerial competence in Islam can be found in the verses of the Qur'an that speak about leadership, resource management, planning, and responsibility. One relevant verse is Surah Al-Baqarah (2:30):

وَإِذْ قَالَ رَبُّكَ لِلْمَلٰٓئِكَةِ إِنِّي جَاعِلٌ فِى الْاَرْضِ خَلِیْفَةًۭ قَالُوْۤا اَتَجْعَلُ فِیْهَا مَنْ یُّفْسِدُ فِیْهَا وَیَسْفِكُ الدِّمَآءَ وَنَحْنُ نُسَبِّحُ بِحَمْدِكَ وَنُقَدِّسُ لَكَۖ قَالَ إِنِّیۡۤ اَعْلَمُ مَا لَا تَعْلَمُوْنَ

Meaning:

“And [mention, O Muhammad], when your Lord said to the angels, ‘Indeed, I will make upon the earth a successive authority (khalifah).’ They said, ‘Will You place upon it one who causes corruption therein and sheds blood, while we declare Your praise and sanctify You?’ He said, ‘Indeed, I know that which you do not know.’”

This verse indicates that humans are appointed as *khalifah* (leaders) on earth, entrusted with the responsibility to manage the earth and everything in it with integrity and wisdom. Managerial competences, such as planning, organizing, decision-making, and leadership, are part of the skills required to carry out this role. A good manager must have the ability to manage resources efficiently, lead justly, and make decisions that provide great benefits to society.

Some concrete applications of effective principals in ensuring that educational resources are optimally managed to support the achievement of educational goals include: in terms of human resources, principals organize regular training for teachers to enhance their pedagogical competence and professionalism. From the financial perspective, school budgets are allocated transparently and efficiently, such as the use of BOS (School Operational Assistance) funds for the procurement of books, learning facilities, and extracurricular programs. In facility and infrastructure management, principals ensure the maintenance and improvement of facilities, such as classroom renovations, laboratory upgrades, and the provision of technological equipment to support digital learning. In the field of information, the implementation of technology-based management systems such as e-learning and digital academic systems facilitates communication between teachers, students, and parents. With these strategies, principals can create a conducive, innovative, and high-quality learning environment.

d. Entrepreneurship (X1), Social Competence (X2), And Managerial Competence (X3) Toward Strategic Decision-Making (Y)



Simultaneously, the entrepreneurial, social, and managerial competences of the madrasah principals demonstrate a strong and significant relationship with strategic decision-making in managing educational resources. The coefficient of determination (R^2) value of 0.70 (70%) indicates that these three competences collectively contribute substantially to the principals' ability to make strategic decisions, while the remaining percentage is influenced by other factors outside this study.

The entrepreneurship variable has a significant influence on strategic decision-making. This means that the stronger the entrepreneurial spirit possessed by a leader or institution manager, the better their ability to make appropriate strategic decisions. Entrepreneurial aspects such as innovation, risk-taking, opportunity orientation, and the ability to utilize limited resources are decisive factors in dealing with a dynamic environment. This finding supports the theories of Schumpeter and Covin & Slevin, which emphasize that entrepreneurial orientation contributes greatly to the success of strategic decision-making, particularly in the education sector as well as in business organizations.

Social competence has been proven to have a positive impact on strategic decision-making. A leader with strong interpersonal communication skills, empathy, and the ability to build social networks will find it easier to gain support from various stakeholders. This study highlights that the quality of social interaction not only affects organizational harmony but also determines the effectiveness of strategic decisions. With strong social competence, leaders can absorb aspirations, manage conflicts, and communicate a strategic vision more effectively. This finding is consistent with Goleman's view of emotional intelligence as a key determinant in strategic leadership.

Managerial competence significantly influences strategic decision-making. This indicates that managerial skills such as planning, organizing, directing, and controlling are essential foundations in the process of making strategic decisions. Leaders with strong managerial competence are able to analyze data, formulate strategies, and predict the implications of each alternative decision. Thus, the strategic decisions made are more rational, measurable, and oriented toward organizational sustainability. This result supports strategic management theory, which states that managerial quality is one of the key factors for long-term organizational success.

Simultaneously, the three independent variables (entrepreneurship, social competence, and managerial competence) significantly affect strategic decision-making. This means that effective strategic decision-making is not determined by a single factor, but rather by the integration of entrepreneurial spirit, social ability, and managerial expertise. The combination of these three aspects produces a leadership pattern that is adaptive, visionary, and capable of guiding the organization to respond appropriately to changes.



4. CONCLUSION

Based on the results of data analysis and discussion, several important conclusions can be drawn as follows: Entrepreneurship (X1) has a significant influence on Strategic Decisions (Y). This indicates that the higher the entrepreneurial orientation of a leader characterized by innovation, risk-taking, and opportunity orientation the more precise and effective the strategic decisions made will be. Entrepreneurial spirit serves as a driving force in facing environmental uncertainty and optimally seizing opportunities. Social Competence (X2) has a positive influence on Strategic Decisions (Y). This finding proves that a leader's social abilities, such as effective communication, empathy, networking, and conflict management, contribute significantly to the quality of strategic decisions. Decisions made are more acceptable, participatory, and oriented toward common interests because they involve healthy social interactions with various stakeholders. Managerial Competence (X3) has a significant influence on Strategic Decisions (Y). This study emphasizes that managerial skills planning, organizing, directing, and controlling are crucial in the process of making strategic decisions. Leaders with high managerial capacity are able to analyze situations, evaluate alternatives, and formulate appropriate and sustainable strategies. Entrepreneurship, Social Competence, and Managerial Competence simultaneously have a significant influence on Strategic Decisions (Y).

This conclusion indicates that the quality of strategic decisions is not supported by a single variable alone, but rather is the result of the integration of entrepreneurial spirit, social ability, and managerial skills. The combination of these three produces strategic decisions that are adaptive, visionary, and capable of addressing the challenges of organizational change.

Implications of the Conclusions: Organizational leaders need to cultivate an entrepreneurial spirit to foster innovation and bold decision-making. Strengthening social competence is essential to ensure that strategic decisions gain support from all stakeholders. Enhancing managerial competence should be pursued through training, education, and practical experience to ensure that decisions are more measurable and effective. In general, the success of strategic decision-making depends on balancing entrepreneurial creativity, social sensitivity, and managerial capability.

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