



MANAJERIAL COMPETENCE OF MADRASAH PRINCIPALS IN BUILDING STAKEHOLDER COMMITMENT TO THE QUALITY OF MADRASAH ALIYAH IN RIAU PROVINCE

KOMPETENSI MANAJERIAL KEPALA MADRASAH DALAM MEMBANGUN KOMITMEN PEMANGKU KEPENTINGAN TERHADAP MUTU MADRASAH ALIYAH DI PROVINSI RIAU

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Abstract

This study aims to examine the managerial competencies of madrasah principals, their commitment to fostering stakeholder commitment, and the collective commitment of both principals and stakeholders to the quality of Madrasah Aliyah. The usefulness of this research is to enrich the scientific paradigm in the field of Islamic Education Management, specifically in the study of Human Resource Management. This research is qualitative, employing interviews and observations as its methods. The research informants consist of madrasah principals and stakeholders, particularly educators and education staff at Madrasah Aliyah in Riau Province. Data collection techniques include interviews and observations, using data collection instruments as interview guidelines. The collected data is then analyzed. The findings of the study are as follows: (1) The planning conducted by the madrasah principal involves policy formulation through deliberations, discussions, and meetings with stakeholders, including vice principals, educators, education staff, and even parents, during the planning, implementation, and evaluation stages. Policies to enhance the competency and commitment of principals and educators are implemented through workshops, training sessions, and seminars. (2) The organization of work procedures by the madrasah principal includes direct coordination with teachers, delegation of duties to vice principals, clear job specifications, and structured task distribution based on the organizational hierarchy. (3) The management of stakeholder performance, particularly educators and education staff, focuses on self-competence, commitment, self-motivation, perseverance, humanity, economic factors, salaries, certifications, and effective leadership by the madrasah principal, including teacher development programs. (4) The supervision of stakeholder performance by the madrasah principal follows an open system monitoring model, which includes input, process, output, and outcome. The input refers to educators with at least a bachelor's



or master's degree specializing in the required field of education. The process involves training, education, and supervision by the principal. The output is reflected in the quality of services provided to both internal and external stakeholders of the madrasah. The outcome is the achievement of organizational goals and the improvement of madrasah quality. Based on the research findings, it is concluded that the managerial competencies of madrasah principals enhance the commitment of Madrasah Aliyah stakeholders in Riau Province. Recommendations are proposed to the Provincial and District Education Offices to develop training programs for madrasah principals and stakeholders.

Keywords: Managerial Competence, Commitment, Madrasah Quality, Madrasah Aliyah

Abstrak

Penelitian ini bertujuan untuk mengkaji kompetensi manajerial kepala madrasah, komitmennya dalam menumbuhkan komitmen pemangku kepentingan, dan komitmen kolektif kepala madrasah dan pemangku kepentingan terhadap mutu madrasah aliyah. Manfaat penelitian ini adalah untuk memperkaya paradigma keilmuan di bidang Manajemen Pendidikan Islam, khususnya dalam kajian Manajemen Sumber Daya Manusia. Penelitian ini bersifat kualitatif dengan metode wawancara dan observasi. Informan penelitian terdiri dari kepala madrasah dan pemangku kepentingan, khususnya pendidik dan tenaga kependidikan pada madrasah aliyah di Provinsi Riau. Teknik pengumpulan data meliputi wawancara dan observasi, dengan menggunakan instrumen pengumpulan data sebagai pedoman wawancara. Data yang terkumpul kemudian dianalisis. Temuan penelitian adalah sebagai berikut: (1) Perencanaan yang dilakukan oleh kepala madrasah meliputi perumusan kebijakan melalui musyawarah, diskusi, dan pertemuan dengan pemangku kepentingan, meliputi wakil kepala madrasah, pendidik, tenaga kependidikan, bahkan orang tua murid, pada tahap perencanaan, pelaksanaan, dan evaluasi. Kebijakan untuk meningkatkan kompetensi dan komitmen kepala madrasah dan pendidik dilaksanakan melalui lokakarya, pelatihan, dan seminar. (2) Pengorganisasian tata kerja oleh kepala madrasah meliputi koordinasi langsung dengan guru, pendelegasian tugas kepada wakil kepala madrasah, spesifikasi pekerjaan yang jelas, dan pembagian tugas yang terstruktur berdasarkan hierarki organisasi. (3) Manajemen kinerja pemangku kepentingan, khususnya pendidik dan tenaga kependidikan, berfokus pada kompetensi diri, komitmen, motivasi diri, ketekunan, kemanusiaan, faktor ekonomi, gaji, sertifikasi, dan kepemimpinan yang efektif oleh kepala madrasah, termasuk program pengembangan guru. (4) Supervisi kinerja pemangku kepentingan oleh kepala madrasah mengikuti model pengawasan sistem terbuka, yang meliputi input, proses, output, dan outcome. Input mengacu pada pendidik dengan setidaknya gelar sarjana atau magister yang mengkhususkan diri dalam bidang pendidikan yang dibutuhkan. Proses tersebut melibatkan pelatihan, pendidikan, dan supervisi oleh kepala sekolah. Output tercermin dalam kualitas layanan yang diberikan kepada pemangku kepentingan internal dan eksternal madrasah. Hasil yang diharapkan adalah tercapainya tujuan organisasi dan peningkatan mutu madrasah. Berdasarkan hasil penelitian, dapat disimpulkan bahwa kompetensi manajerial kepala madrasah dapat meningkatkan komitmen pemangku kepentingan madrasah aliyah di Provinsi Riau. Rekomendasi diajukan kepada Dinas Pendidikan Provinsi dan Kabupaten untuk menyusun program pelatihan bagi kepala madrasah dan pemangku kepentingan.



Kata Kunci: Kompetensi Manajerial, Komitmen, Mutu Madrasah, Madrasah Aliyah

1. INTRODUCTION

Education is a fundamental aspect of human life, playing a crucial role in shaping students' personalities through the development of spiritual, intellectual, emotional, and physical values. The educational process is not merely about transferring knowledge but also actively developing students' potential so that they possess strong religious values, good character, intelligence, noble morals, and skills that are beneficial for society and the nation. Therefore, education holds a strategic role in building the civilization of a nation. In the education system, the success of an educational institution is influenced by various factors, one of which is the role of educational personnel, including the madrasah principal. The madrasah principal has a significant responsibility in coordinating, mobilizing, and aligning all educational resources to achieve the vision, mission, and goals of the madrasah. As an educational leader, the madrasah principal must possess strong managerial skills to optimally manage the institution, including in aspects of planning, organizing, supervising, and controlling.

The importance of the madrasah principal's role in improving education quality aligns with Law Number 20 of 2003 on the National Education System, which states that education is a conscious and planned effort to create a learning environment that supports students in developing their potential. In this context, the madrasah principal must have competencies as a leader who not only functions as an administrator but also as a motivator, innovator, and supervisor capable of encouraging all madrasah components to work professionally. However, in reality, various challenges persist in madrasah leadership management, such as weak managerial functions of the principal, lack of strategic planning in managing educational resources, and low motivation among educators and education personnel. Consequently, the effectiveness of learning and the quality of education in madrasah have yet to reach optimal levels.

Thus, this study aims to explore further the role of madrasah principals in educational management, particularly in enhancing the effectiveness of the learning process and the quality of education in madrasah. By gaining a deeper understanding of how madrasah principals perform their leadership functions, it is expected that solutions can be formulated to improve madrasah education quality, producing qualified graduates who are ready to face societal challenges.

Ramayulis (2013) states that the individual responsible for determining the rhythm and leadership of a school/madrasah is the principal, composed of two words: head and school/madrasah. An educational institution led by a principal who lacks professionalism in managing the learning process and who exhibits an authoritarian attitude towards subordinates will struggle to gain acceptance from educators, education personnel, or other stakeholders.

James A.F. Stoner and Charles (2019) define management as the process of planning, organizing, leading, and controlling the efforts of organization members and utilizing all organizational resources to achieve objectives. Planning is a systematic process of making



decisions about future actions. This systematic planning process follows specific principles, including decision-making and the application of natural techniques for organizational actions and activities. Planning is defined as preparing and structuring steps to solve problems or develop a work plan directed toward specific goals, ensuring that the implementation process follows established rules.

The demand for madrasah principals to possess managerial competencies aims to enable madrasah to expand, grow, progress, and develop both in quality and quantity. The hope is that madrasah will continue to improve in fulfilling their fundamental mission of educating the people and eliminating ignorance. Madrasah serve as institutions that shape individuals by instilling religious, national, and state values in preparation for globalization. The essential and fundamental needs of madrasah must be reflected in their vision, such as being Islamic, moderate, and high-quality institutions. Therefore, madrasah principals, with their managerial competencies, must be able to continuously formulate and develop their madrasah, transitioning from traditional private madrasah to state madrasah, from the lowest levels (Raudlatul Athfal, Bustanul Athfal, or Madrasah Ibtidaiyah) to higher levels (Madrasah Tsanawiyah and Madrasah Aliyah). Within the madrasah organization, stakeholders are divided into two types: internal and external stakeholders. Internal stakeholders include those directly involved in the daily operations of the madrasah, such as school members, the madrasah committee, and students' parents/guardians. Meanwhile, external stakeholders consist of those indirectly involved in the madrasah's learning process but have a strong interest or connection, such as donors who support the madrasah's needs or those benefiting from its graduates.

The role of the madrasah principal is crucial to the success of the institution. A madrasah principal must have the commitment and ability to foster the commitment of all human resources within the institution to achieve its goals. Regarding stakeholders, the principal must be capable of enhancing the performance of educators and education personnel by empowering human resources within the madrasah. Riau Province covers an area of 8,915,016 hectares, divided into 12 regencies/cities, comprising 154 districts and 1,739 villages/sub-districts. The largest regency is Indragiri Hilir, covering 1,379,837 km² (15.48%), followed by Pelalawan Regency, which spans 1,240,414 km² (13.91%) of Riau Province's total area. In contrast, the smallest region is Pekanbaru City, with an area of 63,301 km² (0.71%).

Riau stretches from the slopes of the Bukit Barisan mountain range to the Malacca Strait, comprising both mainland and coastal areas, including several large and small islands. Astronomically, Riau is located between 01°05'00" South Latitude and 02°25'00" North Latitude, as well as 100°00'00" East Longitude to 105°05'00" East Longitude. Its administrative boundaries are: North: Malacca Strait and North Sumatra Province, East: Riau Islands Province and Malacca Strait, South: Jambi Province and West Sumatra Province, and West: West Sumatra Province and North Sumatra Province. Madrasah Aliyah in Riau Province is spread across all districts/cities, both in mainland and coastal areas. Some Madrasah Aliyah in coastal areas are located on islands with limited facilities, particularly in terms of transportation, which mainly relies on water transport. Riau Province has a total of 393



Madrasah Aliyah, consisting of 23 state-owned Madrasah Aliyah and 370 privately-owned Madrasah Aliyah. The distribution of Madrasah Aliyah in urban and rural areas, as well as in mainland and island regions, presents a unique challenge for the Riau Provincial Government, both for the Regional Office of the Ministry of Religious Affairs and the local government, in developing and advancing these institutions. Naturally, the challenges in developing Madrasah Aliyah in rural and island areas differ from those in urban areas within Riau Province.

Pelalawan Regency is one of the newly established regencies in Riau Province, formed based on Law No. 53 of 1999 as a division from Kampar Regency. It was officially inaugurated by the Minister of Home Affairs on October 12, 1999, while its operational inauguration was conducted by the Governor of Riau on December 5, 1999, with Pangkalan Kerinci as the regency capital. Similar to Riau Province, Pelalawan Regency has both mainland and coastal areas, including several islands such as Mendul Island and Serapung Island.

Pelalawan Regency has 12 Madrasah Aliyah, all of which are privately owned. These institutions are spread across urban areas, rural areas, and even islands, such as Mendul Island in the coastal region, which falls under Kuala Kampar District in Pelalawan Regency, Riau Province. As a newly developed regency, Pelalawan is rapidly progressing in various sectors, including education. However, this progress does not come without challenges, as seen in the development of Madrasah Aliyah in Pelalawan Regency.

The growth of Madrasah Aliyah in Pelalawan Regency is not proportional to the overall educational development in the region. An initial survey conducted by the researcher found that there are 12 Madrasah Aliyah in Pelalawan, all of which are private. A more concerning issue is that most of these Madrasah Aliyah are located in rural and island areas, far from urban centers, making it difficult to improve these institutions in various aspects. Given the background of Pelalawan as a new regency with Madrasah Aliyah spread across urban, rural, and coastal areas, including islands, this research aims to explore the conditions of Madrasah Aliyah in Riau Province in greater depth. Referring to this reality and using a grand tour approach, the researcher focuses on five Madrasah Aliyah in Riau Province: Madrasah Aliyah Yayasan Pendidikan Hidayatul Maarifiyah, Pangkalan Kerinci, Madrasah Aliyah Al Qosimiyah Yayasan Pendidikan Islam Al Qosimiyah, Sorek Satu Pangkalan Kuras, Madrasah Aliyah Al Islamiyah Yayasan Al Islamiyah, Kampung Baru Ukui, Madrasah Aliyah Madinatul Munawwarah, Lubuk Terap Bandar Petalangan, Madrasah Aliyah Al Anwar Al Mansyah, Teluk Dalam Kuala Kampar

Given these conditions, this research seeks to examine the managerial competence of Madrasah Aliyah principals and how they build stakeholder commitment. Several previous studies related to the managerial competence of madrasah principals in building stakeholder commitment to the quality of Madrasah Aliyah in Riau Province serve as key references for this study: Supardi (2018), this study discusses the managerial competence of school principals in improving the quality of education. The findings indicate that school principals with strong managerial competencies can create a conducive school environment and increase stakeholder participation in supporting educational quality. Suryadi & Rachman (2019), this study



highlights the role of madrasah principals in building stakeholder commitment to education quality. The findings suggest that effective communication and inclusive leadership strategies are crucial in fostering synergy between madrasah principals and stakeholders. Hasanah et al. (2020), this research examines the relationship between madrasah leadership and academic quality improvement. The study confirms that madrasah principals with strong managerial competencies can influence educational policies and enhance academic standards through collaboration with stakeholders. Mulyadi (2021), this study explores factors affecting stakeholder commitment to madrasah quality. It concludes that leadership, community involvement, and government support significantly contribute to the improvement of Madrasah Aliyah education quality. Rahayu & Putri (2022), this study analyzes madrasah principals' strategies for building stakeholder commitment using a school-based management approach. The findings indicate that principals who adopt a participatory approach are more successful in gaining stakeholder support.

Based on these previous studies, it can be concluded that the managerial competence of madrasah principals plays a crucial role in building stakeholder commitment to improving Madrasah Aliyah education quality.

Given the background and issues discussed above, this study aims to explore the following key research questions: 1) What is the level of managerial competence among Madrasah Aliyah principals in Riau Province? 2) How do Madrasah Aliyah principals build stakeholder commitment in Riau Province? 3) How strong is stakeholder commitment to the quality of Madrasah Aliyah in Riau Province? 4) What are the supporting and inhibiting factors affecting the managerial competence of madrasah principals in building stakeholder commitment? 5) What are the implications of the managerial competence of madrasah principals in strengthening stakeholder commitment to the quality of Madrasah Aliyah in Riau Province?

2. RESEARCH METHOD

The research approach used in this study is qualitative research methodology, which is based on post-positivist philosophy. This method is applied to study objects in their natural settings (as opposed to experimental research). In this approach, the researcher serves as the key instrument, data sources are selected using purposive sampling, data collection techniques involve triangulation (a combination of methods), data analysis follows an inductive/qualitative approach, and the research findings emphasize meaning over generalization (Asrulla, 2023). This study was conducted at the following Madrasah Aliyah institutions: 1) Madrasah Aliyah Yayasan Pendidikan Hidayatul Maarifiyah, Pangkalan Kerinci, 2) Madrasah Aliyah Al Qosimiyah Yayasan Pendidikan Islam Al Qosimiyah, Sorek Satu Pangkalan Kuras, 3) Madrasah Aliyah Al Islamiyah Yayasan Al Islamiyah, Kampung Baru Ukui, 4) Madrasah Aliyah Madinatul Munawwarah, Lubuk Terap Bandar Petalangan, and 5) Madrasah Aliyah Al Anwar Al Mansyah, Teluk Dalam Kuala Kampar

Qualitative research aims to gain an in-depth understanding of the subject under study and places greater emphasis on quality rather than quantity. The qualitative approach in this study follows a phenomenological research design, focusing on explaining the managerial



competence of Madrasah principals. Data collection methods include interviews, direct observations, and document analysis. Additionally, qualitative research places more importance on processes rather than outcomes, allowing researchers to observe the interrelationships between elements under investigation as they unfold over time (Lexy J. Moleong, 2017). This study includes observations to assess the actual managerial practices of Madrasah principals and the evaluation strategies they implement. The objective is to observe, analyze, and collect data on the quality of Madrasah education. The interview technique is used to obtain relevant information by conducting interviews with teachers, students, and school principals. The document analysis technique involves reviewing various documents, such as: Operational Curriculum of the Education Unit, Teacher Performance Reports, and Other relevant documents.

The goal is to gather essential data to understand the implementation of school management, key processes, supporting and inhibiting factors affecting Madrasah quality. Data analysis is carried out through several technical steps, including: 1) Data reduction, summarizing and selecting information relevant to the research problem. 2) Data presentation, organizing the collected information systematically, 3) Drawing conclusions, examining and interpreting the data., and 4) Final data synthesis, structuring the data from interviews, field notes, and documents in a way that is easy to understand. To ensure data validity, two forms of triangulation are applied: Technical triangulation combining different data collection techniques, such as observations, interviews, and document analysis, to gather information from the same source. Source triangulation, obtaining information from different sources while using the same data collection techniques (Lexy J. Moleong, 2017).

3. RESULTS AND DISCUSSION

A. Implementation of the Managerial Competence of the Head of Madrasah in Building the Commitment of Madrasah Aliyah Stakeholders to Quality.

The efforts of the madrasah principal in building stakeholder commitment are not an instant approach where results can be obtained quickly. Instead, it requires a systematic process. Therefore, in the leadership of a madrasah principal, there are necessary phases or stages to achieve common goals. Each phase consists of several steps, with the time required for each step depending on the madrasah's capabilities in various aspects. Regarding the implementation of madrasah managerial leadership, the researcher has interviewed the madrasah principal, vice principal, head of the madrasah administrative division, and teachers. Additionally, observations and assessments have been conducted to obtain valid data on the managerial competencies of the madrasah principal in building stakeholder commitment towards a high-quality or outstanding madrasah.

1) Development of Programs Towards a High-Quality Madrasah

From the data collected during the research on the managerial competencies of madrasah principals in building stakeholder commitment towards quality, madrasah principals



in Riau Province have clearly outlined their programs to enhance commitment and improve madrasah quality. These include governance improvement and quality enhancement initiatives, all of which align with national education goals. To foster cooperation between the madrasah principal and stakeholders, as well as the madrasah community, the goal is to create a shared vision and commitment to establish a high-quality or outstanding madrasah that produces graduates with intelligence, knowledge, strong character, noble morals, and independent life skills while being prepared for further education.

The madrasah principal leads the program planning team, which formulates the institution's vision, mission, annual work program, and semester work program. This team includes representatives from all madrasah stakeholders, including the principal, the madrasah committee, educators, and educational staff. Program development is based on managerial supervision findings and community participation in providing input for madrasah improvement. The team formulates the Annual Work Plan (RKT), Medium-Term Work Plan (RKJM), and Madrasah Activity and Budget Plan (RKAM), adhering to national education standards and goals.

2) Establishing an Outstanding Madrasah System

To enhance the quality of Madrasah Aliyah in Riau Province as an outstanding religious education institution, it is essential to have qualified educators. Additionally, a transparent madrasah management system must be prioritized. To realize this, the madrasah principal has implemented a full-day school system and a full-time workforce, requiring five-day school weeks and ensuring that all educational staff maintain integrity and discipline.

Furthermore, improving human resource quality is conducted through an input-process-output approach. This includes a selective recruitment process for educators and staff and ensuring that the education and graduates meet high-quality standards. With this approach, madrasah principals, vice principals, administrative heads, teachers, and all stakeholders strive to enhance madrasah performance, measured through academic and non-academic achievements, efficiency, productivity, innovation, and commendable work ethics. The madrasah principal emphasizes deliberation in every decision-making process to foster good partnerships and teamwork among stakeholders. This collaboration ensures that the programs created and agreed upon are effectively implemented. By applying a transformational leadership model, the principal inspires subordinates with trust, pride, loyalty, and respect, motivating them to work beyond expectations.

3) Curriculum Management Improvement

Madrasah Aliyah in Riau Province implements the 2013 Curriculum and the Merdeka Curriculum, which emphasize character development among students. Teachers must enhance their understanding and implementation of the new Merdeka Curriculum through training sessions organized by the madrasah and the government. Additionally, teachers receive training in computer literacy, as digital tools are widely used in implementing both curricula. In the



teaching and learning process, every teacher must possess and understand instructional tools, including the Annual Program (Prota), Semester Program (Proster), Syllabus, Basic Competency Mapping (KD), Core Competency (KI), Subject Graduation Competency (KKM), Graduate Competency Standards Analysis (SKL), Academic Calendar, Effective Week Determination, and Cognitive, Affective, and Psychomotor Indicator Determination. However, some teachers still enter classrooms without complete teaching materials. To enhance curriculum management, madrasah principals carry out supervisory functions by monitoring the teaching and learning process in classrooms both regularly and periodically.

4) Infrastructure and Facilities Management Improvement

The research findings show significant differences in the infrastructure and facilities of Madrasah Aliyah in urban areas compared to those in rural and coastal areas in Riau Province. Urban madrasah tend to have more complete facilities than rural and coastal madrasah, which rely on central government aid through the Ministry of Religious Affairs or community-based initiatives. However, efforts to enhance infrastructure in Riau Province continue to progress each year. Madrasah maximize the use of available facilities and procure additional resources such as computers, sports equipment, musical instruments, and laboratory tools through government support, private sector contributions, and community donations.

5) Strengthening Community Partnerships

Research on madrasah-community partnerships in Riau Province has identified three types of relationships: Madrasah and Internal Community Relations, These include educators, staff, students, and parents, who form partnerships based on mutual needs and a shared vision to produce high-achieving graduates with strong morals and independence, in line with national education goals. Efforts to strengthen these relationships involve human resource development, motivation enhancement, and transparent communication about madrasah programs and achievements. Madrasah and External Community Relations, These partnerships involve outreach programs such as social service activities, Ramadan outreach initiatives, and Islamic holiday celebrations conducted outside the madrasah. Through these programs, madrasah principals can showcase their achievements, fostering goodwill and attracting non-binding donations for madrasah development. Madrasah, Other Schools, and Higher Education Institutions, These partnerships are based on shared responsibilities to achieve national education goals, such as creating knowledgeable, skilled, and well-rounded individuals. To support these collaborations, madrasah principals engage in teacher working groups (KKG), madrasah working groups (KKM), subject teacher discussions (MGMP), and school/madrasah principal working groups (MKKS/MKKM). Student activities are also conducted in collaboration with other madrasah and schools at district and provincial levels. In partnership with higher education institutions, madrasah participate in training programs organized by universities and facilitate pathways for students to continue to higher education, either through scholarships or independent enrollment in partner universities. By implementing



these efforts, Madrasah Aliyah in Riau Province continues to strengthen its vision and mission, ensuring quality education and a well-managed institution with active stakeholder involvement.

B. Conditions of Madrasah Aliyah Areas Affect the Commitment of Madrasah Principals and Stakeholders.

The geographical location of Madrasah Aliyah, whether in urban areas, rural villages, or coastal islands, significantly influences the commitment of the madrasah principal and stakeholders. Several factors affecting their commitment based on location in Riau Province include:

1. Conditions of Madrasah Aliyah in Urban Areas of Riau Province

Better Infrastructure: Madrasah in urban areas tend to have better access to infrastructure and resources. This enhances the commitment of the principal and stakeholders to focus on improving educational quality and madrasah excellence. **Access to Technology and Information:** Urban areas provide easier access to technology and information, allowing madrasah principals and stakeholders to stay updated with the latest educational developments and enhance managerial and teacher competencies. **Complex Social Challenges:** Madrasah in urban areas may face more complex challenges, such as cultural and social diversity, requiring special attention from principals and stakeholders to maintain harmony and inclusivity within the educational institution.

2. Conditions of Madrasah Aliyah in Rural Areas of Riau Province

Rural madrasah often struggle with limited access to educational facilities and resources. Principals and stakeholders may face greater challenges in maintaining and improving the quality of education. Rural madrasah principals often work with limited budgets and a smaller number of educators, which can reduce their ability to provide optimal education. On the other hand, rural communities are generally more engaged with the madrasah. Religious and community leaders can support madrasah activities, facilitating efforts to improve educational quality and madrasah excellence. Madrasah located in coastal or island regions face significant challenges in accessibility, including transportation and resource availability. This can make it more difficult for principals and stakeholders to optimize the teaching and learning process and improve education quality. The isolated nature of these locations can negatively impact education quality, potentially reducing the commitment of madrasah principals and stakeholders in curriculum development and facility improvement. Island communities often have unique cultural characteristics. Therefore, madrasah principals and stakeholders must remain committed to preserving local values and cultural wisdom in education. The location of Madrasah Aliyah in Riau Province, whether in urban, rural, or coastal island areas, affects various factors that either enhance or hinder the commitment of principals and stakeholders. Differences in resource availability, access to information, and social-cultural challenges create



disparities in the competence and dedication of madrasah leaders and stakeholders across the province.

C. The quality of Madrasah Aliyah in urban areas is better than that of Madrasah Aliyah in rural areas and on islands.

Madrasah Aliyah in urban areas of Riau Province generally has higher quality compared to those in rural and island areas. Urban madrasah have a stronger foundation due to several influencing factors. Below are some reasons and factors explaining why the quality of Madrasah Aliyah in urban areas tends to be better than those in rural and island areas:

1) Access to Facilities and Infrastructure

Madrasah Aliyah in urban regions typically has better access to physical facilities and technology. Infrastructure such as school buildings, electricity, internet networks, and transportation is more adequate, facilitating the learning process. Madrasah in these areas often face infrastructure limitations, such as unstable internet connections or inadequate transportation facilities to support education. This hinders access to quality learning and affects the overall madrasah quality.

2) Availability of Human Resources

Urban areas offer more opportunities to recruit competent teachers. Large cities have better access to highly qualified teachers and professional training programs. These regions may experience a shortage of quality educators, and teachers often struggle to attend training or educational seminars due to transportation and funding constraints. This results in lower teaching quality in these areas.

3) Budget and Educational Resources

Urban madrasah generally have larger budgets and easier access to additional funding through government support or local resources. This allows madrasah leaders and stakeholders to improve educational facilities, provide better learning materials, and support various programs to enhance educational quality. Education funding is often limited in these areas. Budget constraints make it difficult to procure learning aids, maintain school buildings, and organize extracurricular activities that enrich students' experiences.

4) Access to Technology and Modern Learning

Madrasah Aliyah in urban locations can access digital learning tools, including computers, laboratories, and online education programs, enhancing the effectiveness of the teaching and learning process. These areas have limited access to technology, with many madrasah still relying on conventional teaching methods that may not be optimal for addressing modern challenges.



5. Community and Stakeholder Involvement

More organizations, higher education institutions, and businesses in urban areas provide support for madrasah. Open-minded communities also contribute to madrasah development more significantly. Communities in these areas tend to be more conservative and may lack awareness of the importance of educational reform. Limited local resources also hinder community participation in improving educational quality.

6. Complexity of Social and Economic Issues

Although urban madrasah also face social and poverty-related issues, these challenges are generally better managed. Various institutions provide support to address social and economic problems, indirectly helping to improve educational quality. These regions often face more severe socio-economic challenges, such as widespread poverty, low parental education levels, and health issues that affect children's education.

Overall, urban madrasah benefit from better facilities, access to technology, larger budgets, and higher-quality human resources, giving them an advantage in improving educational quality. Meanwhile, rural and island madrasah face multiple limitations, including inadequate infrastructure, a lack of competent teachers, and restricted access to resources and technology. However, despite these disparities, madrasah in rural and island areas are not inherently of poor quality. With appropriate interventions, such as increased funding, teacher and staff training, and improved infrastructure, these madrasah can compete with urban Madrasah Aliyah and even significantly enhance their quality.

D. Supporting and inhibiting factors of the Managerial Competence of Madrasah Principals in Building Madrasah Aliyah Stakeholder Commitment to Quality in Riau Province.

1) Supporting Factors

In interviews with the heads of Madrasah Aliyah in Riau Province, several key supporting factors were identified that enable them to effectively carry out their managerial roles. These factors include: Adequate educational qualifications of teachers and educational staff, Sufficient financial resources, particularly in urban madrasah, availability of facilities and infrastructure, a supportive madrasah social environment, a large number of students enrolling in madrasah, strong teamwork among staff members, which has contributed to the advancement of Madrasah Aliyah in Riau Province, allowing them to excel at the district and provincial levels. Some students have even been able to compete at the national level.

2) Inhibiting Factors

The heads of Madrasah Aliyah in Riau Province also revealed several challenges that hinder the realization of high-quality madrasah in the region. These challenges



include: Budget constraints, especially for rural and island madrasah. Inadequate facilities that do not fully meet educational needs, including insufficient laboratory equipment. Varying financial and educational backgrounds of parents, which affect student support and learning continuity. Riau Province covers a vast area. According to the 2023 data from the Central Statistics Agency (BPS) of Riau Province, the region spans 89,935.90 square kilometers (km²). Riau consists of mainland areas and coastal regions, which include both large and small islands such as Bengkalis Island, Rupat Island, the Meranti Islands, Mendul Island, and Serapung Island, among many others. Some madrasah are located on these islands, some of which are quite small.

Island-based madrasah face additional challenges, including: Transportation difficulties. High construction costs. Building madrasah on islands can be twice as expensive as on the mainland due to logistical difficulties and material transportation costs. Additionally, various internal and external factors hinder madrasah leaders from strengthening stakeholder commitment to improving educational quality in Riau Province. These factors include: Limited human resources, particularly in rural and island madrasah, Insufficient madrasah funding, Lack of training and professional development opportunities for madrasah leaders and teachers, Ineffective communication between madrasah heads and stakeholders, Minimal innovation in learning processes, Limited support from local governments. And Social and cultural challenges, addressing these challenges requires increased investment in education, improved stakeholder collaboration, and targeted interventions to support madrasah in underprivileged areas.

E. Peluang dan Tantangan Kepala Madrasah dalam Membangun Komitmen Stakeholder Madrasah Aliyah Terhadap Mutu di Provinsi Riau.

1. Opportunities

a. Involvement of Local Government

The Riau Provincial Government has shown strong support for educational development, including madrasah. Madrasah principals can take advantage of this opportunity by establishing good cooperation with local governments to improve educational facilities through grant funding. Additionally, principals, teachers, and educational staff, as well as graduates of Madrasah Aliyah in Riau Province, can benefit from government policies supporting education quality, such as scholarship programs for undergraduate (S1), master's (S2), and doctoral (S3) studies at universities that have cooperation agreements with the Riau Provincial Government.

b. Commitment to Human Resource Development

Riau Province is currently focused on developing a competent workforce, with education as one of the main sectors. This opens opportunities for madrasah principals and stakeholders to enhance the quality of teaching and learning by supporting teacher skill development through training provided by the local



government and the Riau Provincial Ministry of Religious Affairs. Additionally, efforts are being made to improve educational infrastructure in Madrasah Aliyah.

c. Support from the Community and Parents

The people of Riau Province generally have a high level of concern for their children's education. This presents an opportunity for madrasah, where principals can engage parents in various programs and school activities. By improving the quality of education and madrasah standards, they can attract more students and position madrasah as preferred educational institutions.

d. Integration of Technology in Learning

The rapid advancement of technology presents an opportunity for madrasah principals to utilize digital tools in both learning and administrative processes to enhance educational quality. Online platforms can expand access to quality education, especially for students in remote areas, such as Madrasah Aliyah in rural and island regions.

e. Collaboration with Businesses and Other Educational Institutions

The business sector in Riau Province is growing rapidly. The potential for partnerships between madrasah, businesses, and higher education institutions can create opportunities to improve education quality through internships, training, and curriculum development tailored to industry needs.

2. Challenges

a. Limited Resources

One of the biggest challenges is budget and facility constraints. Many madrasah in Riau Province struggle to provide adequate learning facilities and lack professional development opportunities for teachers, particularly in rural and island madrasah.

b. Isolated Educational Access

Certain areas in Riau Province, especially remote villages and islands, have limited access to quality education. This poses a significant challenge for madrasah principals in gaining stakeholder commitment and improving education standards. In such conditions, establishing a high-quality madrasah becomes a formidable task.

c. Limited Managerial Competence of Madrasah Leaders

Many madrasah principals are preoccupied with administrative and managerial tasks, leaving them with little focus on improving educational quality. Enhancing their leadership and managerial skills is crucial for advancing Madrasah Aliyah in Riau Province. A major challenge is the lack of professional teachers and educational staff, especially in rural and island-based Madrasah Aliyah.

d. Socioeconomic Disparities

Economic disparities among students, particularly those from underprivileged families, create additional challenges for madrasah principals. They must work hard to ensure



that all students, regardless of economic background, have equal access to quality education and comprehensive learning facilities.

3. Strategies to Overcome Challenges and Take Advantage of Opportunities.

a. Strengthening Collaboration with Stakeholders

To align perspectives on the importance of education quality and establish a shared goal of creating high-quality madrasah, madrasah principals must: Hold regular meetings with teachers, educational staff, parents, the local community, local government, and relevant institutions.

b. Enhancing the Managerial Competence of Madrasah Principals

Organizing training programs to improve leadership and managerial skills, enabling principals to effectively manage Madrasah Aliyah in Riau Province and achieve high-quality education.

c. Utilizing Technology and Digitalizing Education.

Encouraging the integration of technology in teaching and madrasah management to improve efficiency and accessibility, especially for students in rural and island-based Madrasah Aliyah. Transitioning from manual administrative processes to a computerized system, which requires collaboration between madrasah principals, local governments, and other institutions to address challenges and opportunities in digital transformation.

d. Improving the Qualifications of Educators and Staff

Conducting training programs for teachers and staff, both independently by Madrasah Aliyah and through initiatives organized by the Ministry of Religious Affairs, the Department of Education and Culture, and universities such as UIN Suska Riau and Universitas Riau.

e. Enhancing Educational Infrastructure and Facilities

Mapping out the infrastructure needs to support effective learning. Securing financial resources from various sources, including donors, local government grants, and corporate contributions that are non-binding. By optimizing opportunities and addressing challenges with well-planned strategies, madrasah principals in Riau Province can strengthen stakeholder commitment to improving educational quality. These collaborative efforts are expected to transform Madrasah Aliyah into high-quality and competitive institutions in Riau Province.

4. CONCLUSION

Based on the research findings and analysis, the researcher has formulated several conclusions regarding the Competence of Madrasah Principals in Building Stakeholder Commitment to the Quality of Madrasah Aliyah in Riau Province, as follows: Managerial Competence of Madrasah Principals The managerial competence of madrasah principals is reflected in their ability to plan, organize, implement, and supervise activities in detail. This



includes policy formulation, implementation, supervision, and evaluation, which are conducted through deliberations, discussions, and meetings. The policy formulation process involves stakeholders as part of management, including vice principals in curriculum, student affairs, and public relations, as well as teachers and educational staff. Policies that have been implemented to enhance the competence and commitment of madrasah principals and stakeholders towards quality improvement include workshops, training, and seminars.

In terms of organization, madrasah principals demonstrate their ability to manage work structures effectively, ensuring a well-regulated performance of stakeholders. Task management involves detailing work responsibilities so that each stakeholder within the organization understands and carries out their duties efficiently. The principal delegates responsibilities to vice principals and grants authority to the curriculum vice principal for organizing teacher assignments. Coordination is carried out through meetings and discussions with curriculum vice principals and other stakeholders.

Stakeholder Commitment, The commitment of madrasah principals and stakeholders has been successfully built, with a shared enthusiasm for advancing and improving the quality of Madrasah Aliyah in Riau Province. The principal manages stakeholder performance, particularly teachers and educational staff, by fulfilling their needs appropriately, which positively impacts their performance. When teachers and staff receive adequate support, they are more likely to perform their duties effectively. However, external factors, such as the location of the madrasah, particularly those in rural and island areas, influence the principal's competence and stakeholder commitment.

Geographical Challenge, The vast area of Riau Province, which consists of mainland and coastal regions, results in the widespread distribution of Madrasah Aliyah across urban, rural, and island areas. This geographical diversity poses significant challenges in advancing and enhancing the quality of Madrasah Aliyah, particularly those in remote villages and islands, such as in Pelalawan Regency, Riau Province. The remote locations make it more difficult to implement uniform quality improvement strategies across all madrasah

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