

The Principal's Commitment to Achieving Management Success at Integrated Islamic Junior High Schools in the Riau Islands Province

M. Tholibin Azhari¹, Mukhtar Latif², M.Syahrani Jailani³

^{1,2,3}Sulthan Thaha Saifuddin State Islamic University of Jambi, Indonesia

E-mail: mtholibinazhari2@gmail.com

Entered : July 4, 2026
Accepted: August 3, 2026

Revised : July 25, 2026
Published: August 10, 2026

ABSTRACT

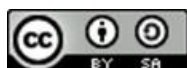
This study examines the principal's commitment to achieving successful management at SMPIT Al-Madinah, Tanjung Pinang City, SMPIT Cendekia, Karimun Regency, and SMPIT BP Tahfidz At-Taubah, Batam City. The goal is to analyze the principal's efforts in maintaining the effectiveness of school management, commitment, planning, organizing, implementing, supervising all educational programs, identifying obstacles, and explaining the results of implementing these commitments. This study uses a descriptive qualitative approach with data collection techniques through interviews, observation, and documentation, involving principals, teachers, and education staff. The results show that the principal's commitment is realized through strong vision and mission policy planning, consistency in decision making, exemplary behavior, and building a quality and achievement-oriented work culture. This commitment has positive implications for the success of school management, which is characterized by the realization of teacher performance, curriculum, resource optimization, and the creation of a conducive and religious school climate. Obstacles faced include limited funds, awareness of diverse school residents. However, strong commitment has been proven to have a positive impact. This study confirms that the principal's commitment is the main factor in maintaining the sustainability of the vision and mission of SMPIT in the Riau Islands Province.

Keywords: Principal's Commitment to Achievement, Management Success, Integrated Islamic Junior High School, Riau Islands Province.

INTRODUCTION

Quality education is the aspiration of the nation and state. However, currently the education sector in Indonesia has not fully met the public's expectations. This phenomenon is characterized by the unsatisfactory quality of graduates, the processing of educational assignments that are more project-oriented and incomplete or somewhat incomplete. As a result, educational outcomes often disappoint the public. The quality of graduates does not meet the needs of the job market and development, both in industry, banking, telecommunications and other sectors that tend to challenge the existence of schools. Even the next generation of educated human resources (HR) is not yet satisfactory in terms of morality and national identity in cultural diversity. (Misriani, 2020)

The government is obliged to make people's lives better and smarter through education, education plays a very important role in improving the quality of life and



the dignity of humans and the state as people who are pious to God Almighty and have noble morals. as stated in the National Education System Law Number 20 of 2003 which states that "National education development is a conscious and planned effort to create a learning atmosphere and learning process for students to actively develop the potential for religious learning. broad-minded, personality, intelligence, noble morals, and skills needed by themselves, society, nation, and state.

ConstitutionThe National Education System also explains that the aim of national education is to develop the potential of students to become human beings who believe in and are devoted to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent and become democratic and responsible citizens. Education also lasts throughout life, whether it takes place in the family, school or community. in the rhythm described in Surah al-Mujjadi Verse 11:

God bless *يَا أَيُّهَا الَّذِينَ آمَنُوا إِذَا قِيلَ لَكُمْ تَفَسَّحُوا فِي الْمَجَالِسِ فَافْسَحُوا يَفْسَحِ اللَّهُ لَكُمْ وَإِذَا قِيلَ لَكُمْ تَقَسَّحُوا فَاذْجَبُوا وَلَا تَكُنْ مِنَ الْغَافِلِينَ* you

It means; O you who believe, if it is said to you: "Be spacious in the assembly", then be spacious and Allah will make room for you. And when it is said: Stand up, then stand up, surely Allah will raise those who believe among you and those who have been given knowledge by several degrees. And Allah is All-Knowing of what you do. (QS. al-Mujjadi: 11).

The principal's commitment to achievement as a manager plays a very important role and is the main key so that it can increase the productivity of achievement in the place where he works. The quality of the principal's achievement will be determined by how a principal carries out his duties and functions in managing education in the school according to his abilities and work motivation. The principal is a professional in the school organization who has the task of managing all school organizational resources and collaborating with teachers in educating students to achieve educational goals. (Matondang & Syahril, 2021)

Successful schools achieve significant success thanks to a shared vision shared by the school, principal, teachers, staff, students, and the community. Through meetings with teachers and other educational staff, principals openly communicate the school's vision and discuss it thoroughly, ensuring that the shared ideas are aligned with current guidelines and information. (Mulyasa, 2021) Principals must have a clear vision of the school's desired future. They translate this vision into school goals and expectations for teachers, students, and administrators by fostering a school climate that supports progress toward those goals and expectations. (Masyhud, 2020)

A principal is a person who carries out educational duties at the educational institution where he is assigned. The principal is tasked with managing the school until educational activities are carried out. Whether educational activities can be carried out well or not depends on the principal. Therefore, the role of the principal is very decisive in realizing this role. A principal must understand that he is a leader who has full responsibility for the institution, teaching staff, education personnel,

students, as well as the quality of the institution and human resources within and produced by the school.

Likewise, there are various hadiths which explain leadership in Islam. one of the hadiths from Abdullah bin Umar radhiyallahu 'anhuma, Rasulullah saw said:

اللَّهُمَّ صَلِّ عَلَى رَأْسِ كُلِّ رَجُلٍ وَرَأْسِ كُلِّ نِسَاءٍ وَرَأْسِ كُلِّ عَمَلٍ وَرَأْسِ كُلِّ مَسْئُولٍ عَنْ رَعِيَّتِهِ، وَالْمَرْأَةُ رَاعِيَةٌ فِي بَيْتِ زَوْجِهَا وَمَسْئُولَةٌ عَنْ رَعِيَّتِهِ or God bless you

Meaning; Each of you is a leader, and each of you will be asked about those he leads. An imam is a leader, and he will be asked about his people. A husband is a leader in his family, and he will be asked about his family. A wife is a leader in her husband's house and her children, and she will be asked about them. A servant is a leader over his master's property, and he will be asked about it. And each of you is a leader, and will be asked about those he leads. (Narrated by Bukhari, no. 893; Muslim, no. 1829)

Schools need effective management improvements, which must begin with a commitment to creating quality schools. Successful management can be achieved by viewing schools as a system where each part is interconnected with the other parts to achieve a common goal.

In Islamic studies, competition is also not denied, in fact Muslims are required to compete in goodness and achievement, provided that during the competition process it is carried out in the right ways and not in the form of fraudulent intrigue. Allah SWT says in Surah Al-Baqarah verse 148:

وَلِكُلِّ وُجْهَةٌ هُوَ مُوَلِّئُهَا فَاسْتَغْفِرُوا مَا تَكُونُوا يَأْتِ بِكُمْ جَمِيعًا ۚ إِنَّ اللَّهَ سَمِيعٌ ۝۱۴۸ God willing God bless you

It means; For every Ummah there is a Qibla towards which he faces. So, compete in various virtues. Wherever you are, Allah will surely gather you all. Indeed, Allah is Almighty over all things." (Ministry of Religion of the Republic of Indonesia, 2019)

Cooperation of all elements in the school is a must, the principal, teachers, administrative staff, and students as well as parents and the community are equally committed to achieving school goals in order to realize successful school management. Successful school management can be said to be a school that is able to empower all components of the school to achieve the vision, mission and goals of the school because to become a principal must meet several terms and conditions in accordance with the regulation of the Minister of Religion (pma) number 58 of 2017 concerning school principals stipulated as a replacement for the previous regulation, namely pma number 29 of 2014. (Farida, 2023)

To become a principal, a prospective principal must fulfill the following requirements: 1). is Muslim, 2) has the ability to read and write the Koran, 3) has a minimum education of a bachelor's degree or diploma four in education or even education from an accredited university, 4) has managerial experience in schools, 5) has a teacher's certificate, 6) is a maximum of 55 (fifty-five) years old at the time of appointment, 7) has a minimum teaching experience of 9 (nine) years in schools organized by the government and 6 (six) years in schools organized by the community, 8) has a minimum class group iii/c for civil servant teachers and has a class group or rank that is equivalent to the rank issued by the authorized foundation/institution proven by an inpassing decision for non-civil servant teachers, 9) is physically and mentally healthy based on a health certificate from a government hospital, 10) is not currently being subject to moderate or severe disciplinary sanctions in accordance with statutory provisions, 11) has a work

achievement value and a teacher performance value of at least good in 2 (two) last years; and 12) preferably having a principal certificate according to the level for schools run by the government.

A good school principal is one who has qualities that are more than those he leads, these strengths are in his way of thinking, spiritually and physically. A leader has the advantages of nobility of character, high morality and simplicity of character. Allah SWT's words about learning are as follows:

God willing, God willing, God willing, God willing, God willing. God

وَرَبُّكَ هُوَ أَعْلَمُ بِمَنْ ضَلَّ عَنْهُ بِالْمُهْتَدِينَ or willing

Meaning: "Call (people) to the path of your Lord with wisdom and good lessons and refute them in a good way. Indeed, it is your Lord who knows better about those who stray from His path and He is the one who knows better those who are guided. (QS al-Nahl: 125)

The principal is very decisive in achieving increased school performance, but also needs to establish a school vision and programs that can be accepted by the community, including the school's flagship programs such as; tahfidz programs if any, sports programs and other flagship programs, so that one of the attractions for the community to entrust their children to schools in cities/regencies in the Riau Islands province. This program needs to be written and announced both through mass media and print media if necessary existing electronic media. To realize all this the principal cannot do it alone, without the cooperation and support of all school residents and the school committee.

The principal's achievement in realizing successful school management is very influential on: first, the role as a principal's achievement planner in realizing successful management is carried out by coordinating with all staff and also the board of teachers in carrying out activities, involving all components, explaining the goals to be achieved, forming committees, conducting monitoring and holding deliberations before carrying out activities. second, the role as a principal's achievement in realizing successful management carried out by the principal is to conduct achievement evaluations, compare actual achievements with targets, hold monthly meetings, set specific standards in achievement, provide rewards and punishments, provide direction to employees, request reports after activities and always provide motivation to staff and the board of teachers. third, the role as an improvement in the principal's achievement in realizing successful management is to make continuous improvements, conduct supervision every semester, provide training and education to teachers and employees, provide student tutoring outside of school hours and collaborate with parents.(Nurhayati et al., 2022)

Improving education aims to improve the quality of all Indonesian people through heart, mind, touch, and sports so that they have competitiveness in facing global challenges. Increasing the relevance of education is intended to produce graduates who are in accordance with the demands of needs based on the potential of Indonesia's natural resources. Education is one of the most important human needs in the effort to maintain life and develop themselves in community and national life. (Sastrawan, nd)

Teachers are the most important factor in supporting education, so improving the quality of the teaching profession is crucial. A vocational trainer has a set of

qualifications necessary to fulfill their role and responsibilities as a trainer. The Prophet Muhammad (peace be upon him) said:

وقال مالك بن حويرث : قال لنا النبي.ص.م : ارجعوا الى اهليكم فاعلموهم

Meaning: Malik bin Al Huwairits said that the Prophet SAW said to us, "Go back to your people and teach them." (HR Bukhari). (Al Albani, 2008)

Management is crucial and strategic in various fields, particularly in education as a whole. It aims to effectively and efficiently manage teaching staff to achieve optimal performance, while maintaining a comfortable environment. A shared commitment is needed to achieve the school's educational vision and mission. (Hadis & Nurhayati, 2020)

Implementation of management in education is not easy, because it requires commitment and good cooperation between related departments, namely between students and principals, between teachers and principals, in short: freedom of expression and openness among all school members. In addition to freedom of expression, there must also be freedom of communication, there must be clear information about the direction of the school organization both internally and nationally, internally, the school administration must provide as much information as possible to students. programs and financial conditions are included in the organizational guidelines, the implementation of quality management in education means that all school residents, such as the principal, vice principal, teaching staff and student council, the community, are responsible for the quality of education.

Management is absolutely essential in organizations, and management education is no exception. It facilitates the achievement of goals, maintains balance between conflicting objectives, and enables effective and efficient achievement. (Handoko, 2020)

Realizing successful school management is a school team effort by the principal empowering teachers and other leaders such as the head of administration (TU), the vice principal of curriculum, the vice principal of student affairs, homeroom teachers and committee chairpersons. In the process of realizing successful management, the principal needs to pay attention to the criteria that form the basis for how to realize successful school management in the Riau Islands province, and what the principal must do so that everything can be realized well, and what needs to be considered is of course the issue of progress and achievement of the school's vision and mission that can produce results. for that, how the principal involves other people who may be different. The principal can encourage collaboration, where teachers and other leaders proactively and together make decisions about school programs and progress.

A principal can decide on a program after studying it in detail. He then works with teachers and administrators to implement the program. The principal provides guidance and direction, as well as how to develop the school program that has been created. Management success is also related to the degree of success of an operation in the public sector. Therefore, an activity is said to be effective if it has a significant impact on the ability to provide public services that are the predetermined targets. (Pekel, 2020)

According to Gibson, "management success is the achievement of agreed-upon goals and objectives to achieve joint business objectives. The level of these goals and objectives indicates management success. The achievement of these goals and

objectives will be determined by the level of sacrifice that has been made. The success of school management in this context, formal educational institutions based on Islam are the hope for the future of the people. Because the emergence of schools greatly influences the Indonesian nation in various sectors, especially in terms of ethics, morals, and aesthetics. So that schools at that time were the main alternative for the community to enroll their sons/daughters in formal education. However, lately, the paradigm that has emerged and developed in society is that schools are Islamic educational institutions that are considered low and low quality. This statement is not just an assumption and a figment of the imagination, but is a fact. As concrete evidence, the public's interest in sending their children to school is greatly reduced. A school is said to be quality if its management system is handled by leaders who have good performance and are committed to what has been programmed.

According to Mulyasa in his book, "the success of school management is achieved through certain procedures and requirements that are responsible for achieving educational goals through efforts to improve the professionalism of educators, which implies an increase in student learning achievement. A professional principal will think about making changes that no longer think about how a change is as it is so as not to be oppressed by the change." (Mulyasa, 2020a)

Although integrated Islamic junior high schools in the Riau Islands province have attempted to realize school management, there are still schools that have not been able to implement it well, so that integrated Islamic junior high schools that should be able to carry out their duties as Islamic-based educational institutions should prioritize morals and character and this can show the uniqueness of the school, so that successful management can be realized and prioritize the education. According to Stefen Robbin, effectiveness is doing the right thing, namely carrying out activities that directly help the organization achieve its various goals. (Robbins, 2017)

The principal also invited teachers and staff to exercise together, and paid attention to students in carrying out extracurricular activities, the principal of the Integrated Islamic Junior High School of Bahtera Insan Bintan also emphasized to always hold routine meetings every month. The principal also did not forget to always hold skills training for students including tilawah training guided by one of the teachers who had been appointed as a trainer also interspersed with bringing in trainers from outside the school. Student discipline is also something that is very much considered by the principal, the principal also scheduled to include teachers and school staff to participate in training or education and training activities held by the Ministry of Religion or other parties as well as creating discussion forums between teachers and evaluating all these activities. (Initial observation, 2025)

As is known, the vision of the integrated Islamic junior high school BP Tahfidz At-Taubah Batam which had been prepared before the school was founded. As an educational institution under the auspices of the Batam City Education Department, of course integrated Islamic junior high school BP Tahfidz At-Taubah Batam has designed and established the school's vision, mission and objectives as a guide in carrying out the educational process.

According to Richard Hearsh as quoted by Mukhtar, conducting research on the characteristics of effective schools, he found several elements that can support

successful school management, namely: 1) the existence of clear academic goals, 2) the existence of order and discipline, 3) the existence of a high level of appreciation, 4) the existence of teacher professionalism, 5) the existence of good career development, 6) the existence of intensive levels and community appreciation, 7) the existence of community support, 8) the existence of administrative leadership, 9) the existence of high academic learning time, 10) the existence of monitoring of homework given to students, 11) the existence of good curriculum administration, 12) the existence of variations in strategies used by teachers in teaching. 13) the existence of student responsibility. (Mukhtar & Iskandar, 2019)

The successful management of an educational institution can be seen from the implementation of educational activities outlined in a plan or educational programs in accordance with the institution's vision and mission. It's not uncommon to see programs implemented by educational institutions that don't align with their own vision, mission, and goals.

This phenomenon has been going on for quite some time, and we cannot deny that the low quality of education in Indonesia is partly due to the lack of well-organized commitment of education administrators, which has weakened the successful management of educational institutions, especially higher education institutions. Integrated Islamic junior high school, a junior high school that provides formal Islamic education and is located under the ministry of religion. Educational institutions integrated Islamic junior high school should be able to contribute to the country by producing an Islamic generation that has better knowledge than general educational institutions.

With the principal's commitment, it is hoped that it will be a path to successful work management in schools in all aspects of national education standards. Integrated Islamic junior high school and make a school that always improves its management and realizes successful educational management in integrated Islamic junior high school. Through the commitment made by the principal, the benefits obtained from the process are the success of school management, improved achievement, and increased human resource capabilities in schools in the Riau Islands Province. The benefits obtained from the implementation of the commitment by the principal will have a positive impact and make the school more effective in a better direction. In order to maximize the commitment of the principal in realizing the success of school management in the Riau Islands Province, there should be support from various parties to the principal so that the principal is able to apply the principles of commitment in his leadership and this also aims to succeed in the national education goals.

Judging from the implementation of the principal's commitment from the three schools, each principal has superior programs and best practices in carrying out successful school management, so it is very important to examine the principal's commitment in realizing successful school management, which through the principal's commitment can achieve successful school management.

The research title raised in this study is the principal's commitment to achievement. Integrated Islamic junior high school in realizing the success of principal management integrated Islamic junior high school in the Riau Islands Province (case study at schools) integrated Islamic junior high school AI-Madinah

Tanjung Pinang, schoolintegrated Islamic junior high schoolTahfidz At-Taubah
Batam City and Schoolintegrated Islamic junior high schoolKarimun Scholar).

METHODOLOGY

This study uses an inductive data analysis approach, qualitative researchers build patterns, categories, and themes from the bottom up (inductive), by processing data into more abstract units of information. This inductive process illustrates the researcher's efforts in repeatedly processing themes and research databases until the researcher succeeds in building a complete set of themes. (Creswell, 2019a) Descriptive qualitative research that reveals, finds and explores information about the Principal's Commitment to Achievement in Realizing Successful School Management at SMP IT Kepulauan Riau.

The purpose of this research is to describe the object under study through a process of exploring facts and data on the object in the field as it is. To achieve this goal, data is needed that is extracted from a process of in-depth observation. To do this, the researcher uses a qualitative approach. The qualitative approach in question: First, the researcher searches for literature or theories related to this research, then the theory is compared with the conditions in the field where the research is conducted.

Lexi J. Moleong explains that qualitative research is research that aims to understand the phenomena experienced by research subjects, holistically and descriptively in the form of words and language, in a special, natural character and by utilizing various natural methods. (Moleong, 2019) Meanwhile, Creswell in Mukhtar explains that the main characteristics in research are: First, the exploration of the problem and its development in detail focused on one particular phenomenon. Second, the theory and regulations used become the basis for the formulation of the problem. Third, in formulating the problem and research questions and achieving the research objectives in general are determined by the researcher's direct experience participating in the social setting in the preliminary study "grand tour" until the research process is carried out. Fourth, data collection starts from simple word choices. Fifth, the analysis of the described data and the themes displayed in the analysis are interpreted into meanings and sixth is the exploration, research reports, both regarding the structure and various forms of data presentation are very flexible and determined by the reflection of the researcher's subjectivity. (Mukhtar, 2020a)

Based on the initial steps of the researcher in this research by identifying the problem as stated in the background of the problem, then collecting a number of pieces of evidence that are related to the research problem including: monthly school reports, school accreditation certificates, then compiling alternative discussions in accordance with the discussion according to the data collected, then determining the criteria for solutions that will be provided according to the problems found in the field, after that conducting a reciprocal analysis with the data found in the field with the theories that have been built (appropriate or not), then formulating the research results and making decisions to analyze and analyze and describe them in more depth.

The qualitative research method used in this study adopts the post-positivism philosophy as explained by Mukhtar "which is used to research in natural object conditions, (as opposed to experiments) where the researcher is the key instrument. The appointment of data source informants is carried out using purposive sampling, collection techniques with triangulation (a combination) between observation with participants, open interviews and documentation. Data analysis is inductive/qualitative and the research results emphasize the meaning and reality that exist and are sourced from the research subjects that have been determined.

Bogdan and Taylor explain that qualitative methodology is defined as a research procedure that produces descriptive data in the form of written or spoken words from people and behavior that can be observed and directed at the setting and individual as a whole. The purpose of qualitative research is to seek and obtain information. (Creswell, 2019b) Qualitative research methods are also called new methods, because their popularity is not long ago, called postpositivistic methods because they are based on the philosophy of postpositivity. Postpositivist philosophy is often also referred to as something holistic/whole, complex, dynamic, full of meaning, and the relationship of symptoms is interactive (reciprocal). This method is also called an artistic method, because the research process is more artistic (less patterned), and is called an interpretative method because the research data is more related to the interpretation of data found in the field.

Thus, it can be explained that clear boundaries in qualitative field research can be seen from the data source, data analysis, and the meaning of the data obtained, prioritizing direct and field data with greater emphasis on participant observation, interviews, and documentation. Informant opinions are prioritized over the researcher's own opinion, and conflicting cases are verified as new findings. (Mukhtar, 2020b) Through these three data collection instruments, researchers can conduct qualitative research and can complete the research optimally

RESULTS AND DISCUSSION

Etymologically, the word "management" comes from the Latin "manus," meaning hand, and "agree," meaning to do. In English, management comes from the word "to manage," meaning to manage. In Arabic, management is synonymous with the words "dabbara, yudabbiru, tadbiran," meaning to direct, manage, implement, run, organize, and regulate. Management is crucial in all areas of life. With management, an organization can perform optimally, especially in educational institutions. Terminologically, management is the process of planning, organizing, coordinating, and controlling resources to achieve goals effectively and efficiently. (Khalifa, 2018)

The principal's management also acts as an agent of change that encourages innovation and improves the quality of education in schools. (Paletta, 2019) Through inspirational leadership and effective accountability systems, principals create a positive learning environment, support collaboration, and ensure that every student has the opportunity to develop optimally. (Gholamshahi, 2017)

Principal management involves establishing administrative and leadership policies and processes to foster an effective learning environment. More than just

rules, principal management serves to motivate educators, foster a constructive school environment, and ensure that every student enjoys an optimal educational experience.(Feng, 2020)

The most important thing in realizing successful school management is to apply management to the components of the school itself. There are at least seven school components that must be managed well in order to realize successful school management, namely: 1) curriculum and teaching program management, 2) management of teaching and educational staff (human resources), 3) student management, 4) financial and financing management, 5) management of educational facilities and infrastructure, 6) management of school relations with the community, 7) special management.(Mulyasa, 2020b) This is in line with what was explained by Bafadal, who stated that, "school management is grouped into seven substantive clusters, namely the substantive clusters of curriculum or learning, student affairs, personnel, facilities and infrastructure, finance, community environment and technical services."(Bafadal, nd)

In carrying out his duties, the principal needs to delegate some operational responsibilities to his team so that he can focus more on the professional development of educators.(Cravens & Zhao, 2023)

As the principal's primary manager, the principal's role has evolved. The principal may no longer be in the classroom every day or at the same school, greeting students in the morning, or holding regular meetings with teachers. However, the principal's responsibilities have expanded. Every decision and effort the principal makes now aims to ensure the school they lead runs smoothly and achieves success. While the principal's role has changed, the passion for supporting education remains at the heart of every action the principal takes.(Bambrick-Santoyo, 2018)

Hani Salah Hassan AlMuqaddadi said**the principal acts as a religious-moral role model**,deliberative decision makers, and quality management based on Islamic values Emphasizes the concept of Ilm al-Idārah al-Islāmīyah (Management Science in Islamic Schools) which is transformative and contextual Concludes that principles such as collective work, deliberation (shūrā), empowerment, and moral justice were formulated by the Qur'an and Sunnah before the emergence of modern management theory. Principals must develop a culture of collaboration, build participatory organizational structures, and ensure fairness in decision making.(Al-Muqaddadi, 2017)

To achieve successful school management, the school's components are crucial. There are seven areas that must be managed well: curriculum, teachers, students, finances, educational institutions/infrastructure, community relations, and special education. This concept aligns with Bafadal's opinion, which groups school management into seven subject groups.

1. Curriculum Management

In a narrow sense, curriculum is defined as a number of subjects offered by a school, while in a broad sense, curriculum is all learning experiences provided by a school to students during their school education. In this broad sense, it means that all school efforts to provide learning experiences to students in an effort to produce

good graduation quantitatively and qualitatively are included in the definition of curriculum.(Rohiat, 2018)

Curriculum management and teaching programs can also include the activities of curriculum planning, implementation, and assessment. National curriculum planning and development have generally been carried out by the national education department at the central level.(Directorate General of Elementary and Secondary Education, 2021)

The principal as the main leader in the implementation of school education is expected to guide and direct the development of curriculum and learning and supervise its implementation. Curriculum management is intended so that the learning process can run well with indicators of student achievement. In this curriculum management, it is carried out through three stages, namely the implementation stage, the organizing and coordination stage, and the implementation stage. The development of the curriculum in Indonesia as previously described has resulted in various regulations such as Law Number 20 concerning the National Education System, Government Regulation Number 19 of 2005 concerning the National Education Standards Agency, and the Minister of National Education Regulation concerning Content Standards and Graduation Competency Standards.

1. Human Resource Management

Human resource management or personnel is an effort to organize school personnel in their skills and social relationships, starting from when personnel are accepted to work until their career development. The principal does not only focus on coaching and developing personnel skills, but personnel job satisfaction is a key consideration in determining school policies on personnel development. Teacher skills management is directed at the professional ability of teachers to organize learning, while social management is more directed at how teachers have social and emotional maturity in interacting with students and personnel.(Supriono & Sapor, 2021)

Human Resource ManagementIn education, it does not only focus on administrative aspects, but also on improving the quality of teaching and educational staff. Studies show that effective human resource management can significantly improve the quality of education through structured planning based on institutional needs.(Gangga et al., 2023).

Human Resources Management can also be defined as a processJob analysis and human resource procurement: To ensure that human resource recruitment meets needs, a job analysis must first be conducted. There are two types of job analysis: process analysis and operational analysis. Process analysis is useful for identifying the types of work that need to be done in a school.

2. Student Management

Student management is concerned with the organization and regulation of student-related activities, from their entry to their exit from school. Operational student management can assist in the growth and development of students through the educational process at school. In other words, student management is the entire process of organizing collaborative efforts in the student field in order to achieve learning objectives at school. Student management is not only in the form of student registration, but also encompasses broader aspects that can operationally assist in

the growth and development of students through the educational process at school.(Mulyasa, 2003)

Financial Management is a school's activity in planning, acquiring, using, and accounting for school finances to stakeholders. Educational fund management begins with the creation of the RAPBS (School Budget) prepared by the school using available funds and projected regular government receipts. Shortfalls in funds allocated from available funds and projected government receipts are discussed with the school board and parents to cover the shortfall. Schools can design various alternative programs, with the amount of fees offered to the community being chosen according to their ability.(Mulyasa, 2003)

The purpose of financial management is to realize orderly financial administration so that the use of finances can be accounted for in accordance with applicable provisions. Financial management has its own rules, regarding the separation of duties and functions between the authorizer, ordonator and treasurer. The authorizer is an official who is authorized to take actions that result in the receipt and expenditure of money. The ordonator is an official who is authorized to carry out testing and order payment for all actions carried out by the authorizer. The treasurer is an official who is authorized to receive, store, and disburse money or other valuable papers that can be valued in money and is required to make calculations and accountability.(Mulyasa, 2003)

In the context of implementing regional autonomy and educational decentralization, school-based financial management needs to be implemented carefully to support the provision of facilities and infrastructure in order to make learning activities more effective and improve student achievement. "Financial management activities include three important aspects of activities, namely planning, implementation, evaluation and accountability."(Ministry of Religion, 2005)

School-based financial evaluation and accountability can be identified in three ways: "the approach to controlling the use of allocated funds, the form of accountability for school-level education funds, and the involvement of external parties in oversight of the school. Accountability for the receipt and use of school-based education funding is also implemented through monthly and quarterly reports."(Nurkolis, 2021)

To support the effectiveness and efficiency of the educational process in schools, it is absolutely necessary to develop a precise and thorough plan, raise appropriate funds to ensure adequate facilities and infrastructure, and conduct written evaluations and accountability reports. This will ensure transparency in school funding and ultimately increase trust among external parties in the school itself.

3. Infrastructure Management

Autonomically(meaning of the word) infrastructure means tools that can indirectly support the achievement of goals. In education, examples include: location/place, school buildings, sports fields, money, and so on. Meanwhile, facilities mean tools that can directly support the achievement of educational goals, for example, space, books, libraries, laboratories, and so on. (Daryanto, 2020) Facilities and Infrastructure Management is the entire process of planning the procurement, utilization, and supervision of facilities and infrastructure used so

that educational goals in schools can be achieved effectively and efficiently. Facilities and infrastructure management activities include (1) planning needs, (2) procurement, (3) storage, (4) inventory, (5) maintenance, and (6) disposal of educational facilities and infrastructure (Daryanto, 2020).

Educational Staff

Educators/teachers are the most important component in achieving a quality school or madrasah. The field of work of educators/teachers is increasingly complex, not only limited to teaching students based on what is contained in textbooks, but also teaches advances in the fields of science and technology as well as changes in people's perspectives and lifestyles. In accordance with the development of Madrasah, the educators/teachers also continue to grow, according to the needs. The following is data on the development of educators/teachers at SMPIT At-Taubah, SMPIT Cendekia Karimun Regency, SMPIT AI-Madinah Tanjung Pinang

The following is the student achievement data of BP Tahfidz At-Taubah Batam Middle School for 2024-2025.

No	Activity	Achievements achieved			Championship Level*)
		2023	2024	2025	
1	Futsal Competition		Second Place	Second Place	City
2	Takraw Competition			First Place	City
3	Volleyball Competition Volleyball Competition	Second Place	First Place First Place		City

The following is the student achievement data of SMPIT AI-Madinah Tanjung Pinang for 2024-2025.

1	Malay Music Competition		First Place		City
2	Hadroh Competition	First Place	First Place	First Place Hope	City Province
3	Martial arts	First Place	Second Place	Third Place	City
4	KSM Competition			First Place	City
5	Arabic Language Olympiad			First Place First Place Finalist	Provincial City National

6	Table Tennis Pa			First Place	City
	Pi Table Tennis			First Place	City

Based on the data that the researcher found through observation, interviews and documentation searches, the following is the researcher's explanation regarding the principal's commitment to achieving management at SMPIT in the Riau Islands province.

important principal's achievement commitment integrated Islamic junior high school in realizing the success of SMPIT management in the Riau Islands Province

A principal's commitment to achieving management has not been fully realized effectively. Although there have been efforts and commitments expressed, their implementation still encounters various obstacles that hinder the achievement of the goal of realizing management at SMPIT BP Tahfidz At-Taubah. First of all, the lack of resource allocation is one of the main factors that hinders the principal's commitment management. Limited funds for coaching, teacher training, procurement of facilities and infrastructure, and the provision of teaching materials are real obstacles in improving the quality of education at SMPIT BP Tahfidz At-Taubah. Along with that, the lack of support from the local government also complicates the principal's efforts to realize their commitment. Secondly, challenges in human resource management at SMPIT BP Tahfidz At-Taubah also pose a serious obstacle. The limited number and quality of teachers, lack of motivation, and lack of training opportunities cause the quality of learning at SMPIT BP Tahfidz At-Taubah to be less than optimal. Principals need to focus on developing the competencies of teachers, staff, and supporters to be able to provide quality education.

Principals play a key role in designing and implementing strategies to improve educational quality at SMPIT Cendekia in Karimun Regency. Unfortunately, the commitment demonstrated by some principals is still considered ineffective. Despite the commitment to achieve improvement, obstacles remain unresolved. One emerging issue is the lack of involvement of principals in addressing day-to-day operational issues. Despite various challenges such as a lack of resources, qualified teaching staff, and adequate infrastructure, principals have not been able to address these issues with concrete action. Formulated improvement plans often remain merely discourse without concrete implementation.

To address these challenges, principals need to improve coordination with relevant parties, strengthen collaboration with local governments, optimize the use of existing resources, and increase community involvement in supporting education at SMPIT Cendekia in Karimun Regency. Only through collaborative efforts and improvements in these various aspects can the principal's commitment to effective management at SMPIT Cendekia in Karimun Regency be achieved.

Based on the results of interviews with the principal regarding work-based

indicators in relation to the principal's work commitment to improving management at SMPIT AI-Madinah, Tanjung Pinang City, the following is a presentation of the results of the interview with the principal:

"As a leader at SMPIT AI-Madinah Tanjung Pinang City, I understand the urgency of improving school management. I have taken several actions to ensure this commitment is implemented. One way I have done this is by improving communication and coordination between the school and relevant parties, including the board of trustees and the Batam city government. This helps in obtaining greater support and necessary resources. In addition to conducting interviews with the deputy principal of SMPIT AI-Madinah Tanjung Pinang City for curriculum, the researcher also conducted interviews with teachers at SMPIT AI-Madinah Tanjung Pinang City. The following is a presentation of the interview results:

"The Principal of SMPIT AI-Madinah Tanjung Pinang City has carried out his role and function well. We here feel very protected by him. If there is something to be conveyed, then he conveys it directly to all residents of SMPIT AI-Madinah Tanjung Pinang City, so that all parties can understand what the joint decision is. In every meeting held, he also tends to prioritize listening to input submitted by teachers and staff of SMPIT AI-Madinah Tanjung Pinang City, before making a decision. He also often conveys to the higher-ups of the SMPIT AI-Madinah Tanjung Pinang City foundation what input from the teachers here is for the common good."

Based on the interview results above, it can be seen that the principal of SMPIT AI-Madinah in Tanjung Pinang City is a person with an excellent work ethic. What he believes is a commitment to his work is also something he consistently pursues.

Based on the results of interviews conducted by the researcher with the madrasah principal, vice-principal, and several teachers regarding work bias, the researcher then conducted in-depth observations to discover facts on the ground related to the work bias of the principal of SMPIT BP Tahfidz At-Taubah Batam. The following are the results of the researcher's observations:

The principal's involvement in his leadership management at SMPIT BP Tahfidz At-Taubah is very high. His involvement in every activity is also very high, this has a very positive impact on all teachers, or administrative staff and employees at SMPIT BP Tahfidz At-Taubah Batam. They all feel very happy in doing every job. Because they feel protected by their leader. In various decision-making, the principal of SMPIT BP Tahfidz At-Taubah Batam always involves teachers and administrative staff to employees. This can encourage their participation in various things. Which can also foster confidence for teachers and administrative staff and employees at SMPIT BP Tahfidz At-Taubah Batam that they are indeed needed and accepted as an integral part of SMPIT BP Tahfidz At-Taubah Batam will lead to their existence, a feeling of "obligation" will be embedded for them to carry out joint decisions because of the sense of bond they have created.

CONCLUSION

The results of this study are: 1) The leadership of the principal of SMPIT At-Taubah, SMPIT Cendekia, Karimun Regency, SMPIT AI-Madinah Tanjung Pinang prioritizes: a. Having a confident attitude b. Being firm in making decisions. b, Skills d, Dividing tasks fairly and wisely e. diligent e. sincere and sincere work. The principal of SMPIT At-Taubah, SMPIT Cendekia, Karimun Regency, SMPIT AI-Madinah Tanjung Pinang in leading prioritizes brotherhood, Leadership Man 1 tries to always apply leaders in general, namely task-oriented leadership and human relationship-oriented leadership. The principal of SMPIT At-Taubah, SMPIT Cendekia, Karimun Regency, SMPIT AI-Madinah Tanjung Pinang also prioritizes democratic ways of leading Madrasah, so it is expected to realize democratic leadership more easily to mobilize and influence all school residents. The principal plans to achieve successful school management in the Riau Islands Province by developing work programs and distributing existing human resources to various mandated tasks. Fostering cooperation through unity and improving the quality of teacher education.

The principal's commitment to achieving successful management at SMPIT AI-Madinah, Tanjung Pinang City, SMPIT Cendekia, Karimun Regency, and SMPIT BP Tahfidz At-Taubah, Batam City. The aim is to analyze the principal's efforts in maintaining the effectiveness of school management, commitment, planning, organizing, implementing, supervising all educational programs, identifying obstacles, and explaining the results of implementing these commitments.

The results of the study indicate that the principal's commitment is realized through strong vision and mission policy planning, consistency in decision-making, exemplary behavior, and building a work culture oriented towards quality and achievement. This commitment has positive implications for the success of school management, which is characterized by the realization of teacher performance, curriculum, resource optimization, and the creation of a conducive and religious school climate. Obstacles faced include limited funds, diverse school community awareness. However, strong commitment has been proven to have a positive impact. This study confirms that the principal's commitment is a major factor in maintaining the sustainability of the vision and mission of SMPIT in the Riau Islands Province.

REFERENCES

- Al Albani, MN (2008). Mukhtashar Sahih Bukhari (AH al-Kattani, Trans.). Gema Insani Press.
- Al-Muqaddadi, HSH (2017). Al-Ma الإدارة الإسلامية في المدرسة الإدارية [Educational Science].
- Bafadal, I. (nd). Management of improving the quality of elementary schools from centralization.
- Bambrick-Santoyo, P. (2018). A principal manager's guide to leverage leadership 2.0: How to build exceptional schools across your district. Jossey-Bass.
- Cravens, X. C., & Zhao, Q. (2023). Exercising instructional leadership with organizational management: A qualitative and comparative study of Chinese principalship. Compare: A Journal of Comparative and International Education, 53(7), 1225–1243. <https://doi.org/10.1080/03057925.2021.2022455>
- Creswell, JW (2019a). Research design: Qualitative, quantitative, and mixed approaches. Student Library.
- Creswell, J. (2019b). Qualitative research & research design (choosing among five approaches). Student Library.
- Daryanto, M. (2020). Educational administration. PT. Rineka Cipta.

- Department of Religion. (2005). Guidelines for integrating life skills into learning at MI & MTs. Director General of Bagais.
- Director General of Elementary and Secondary Education. (2021). School-based quality improvement management. Director General of Elementary and Secondary Education, Ministry of National Education.
- Farida, L. (2023). Regulation of the Minister of Religious Affairs of the Republic of Indonesia, PMA 58 and PMA 24, concerning Madrasah Principals 2017/2018. Accessed March 1, 2023, from <https://www.min13bm.sch.id/read/77.pma-582017-dan-pma-202018>
- Feng, D. (2020). The policy regarding principal management. In *Understanding China's school leadership* (pp. 15–34). Springer.
- Gangga, T., Purwanto, A., & Madhakomala, R. (2023). Human resource management planning needs analysis to improve the quality of education. *International Journal of Social Science and Human Research*. <https://doi.org/10.47191/ijsshr/v6-i12-61>
- Gholamshahi, O. (2017). Role of the language school's principals in academic achievement. *Journal of Research in Applied Linguistics*, 8, 21–28. <https://doi.org/10.22055/rals.2017.12865>
- Hadis, A., & Nurhayati, B. (2020). Educational quality management. AlfaBeta.
- Handoko, TH (2020). Management. BPFE-Yogyakarta.
- Ministry of Religion of the Republic of Indonesia. (2019). The Qur'an and its translation. Lajnah Pentashihan Mushaf Al-Qur'an.
- Khalifa, M. (2018). Culturally responsive school leadership.
- Masyhud, S. (2020). Management of the educational profession. Kurnia Kalam Semesta.
- Matondang, L., & Syahril, S. (2021). The performance of madrasah principals as supervisors in improving teacher professionalism in junior high schools. *Edukatif: Journal of Educational Sciences*.
- Misriani. (2020). Management of quality improvement of State Islamic Senior High School in Karo Regency [Thesis, Postgraduate Program of State Islamic Institute].
- Moleong, LJ (2019). Qualitative research methods. Rosdakarya Youth.
- Mukhtar, & Iskandar. (2019). New orientation of educational supervision. GP Press.
- Mukhtar. (2020a). Practical methods of qualitative descriptive research. References.
- Mukhtar. (2020b). Guidance for undergraduate theses, dissertations, and scientific articles. Sulthan Thaha Press.
- Mulyasa. (2003). School-based management. Rosdakarya Youth.
- Mulyasa. (2020a). Becoming a professional principal. Rosdakarya Youth.
- Mulyasa, E. (2020b). School-based management. Rosdakarya Youth.
- Mulyasa, HE (2021). Management and leadership of Muhammadiyah school principals. Bumi Aksara.
- Nurhayati, N., et al. (2022). Madrasah principal performance, teacher work discipline in improving the quality of education. *Journal of Educational Management and Social Sciences*.
- Nurkolis. (2021). School-based management: Theory, models, and applications. Grasindo.
- Paletta, A. (2019). How do school leaders respond to the growing intrusiveness of accountability policies? Evidence from Italy. *Journal of Educational Administration and History*, 51(4), 381–401. <https://doi.org/10.1080/00220620.2019.1607266>

- Pekel, B. (2020). Concept and analysis of the effectiveness of regional financial management in the era of autonomy (Book 1). Taushia.
- Robbins, S. (2017). Management (Tenth Edition, Volume 1). Erlangga.
- Rohiat. (2018). School management: Basic theory and practice. Refika Aditama.
- Sastrawan, KB (nd). Improving the quality of education through strategic quality planning.
- Supriono, S., & Sapar, A. (2021). School-based management. SIC