

THE PRINCIPAL'S STRATEGIES IN IMPROVING THE PERFORMANCE OF ISLAMIC RELIGIOUS EDUCATION TEACHERS AT AL AZHAR 4 KEMANDORAN ISLAMIC JUNIOR HIGH SCHOOL SOUTH JAKARTA

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Abstrak

This study was motivated by the importance of the principal's strategy in improving the performance of Islamic Religious Education teachers. Islamic Religious Education teachers play a role not only in carrying out the learning process but also in shaping students' character, instilling religious values, and developing school culture. Therefore, a well-directed and sustainable principal's strategy is needed to improve the professionalism and performance of Islamic Religious Education teachers at Al Azhar 4 Kemandoran Islamic Junior High School, South Jakarta. The purpose of this study is to describe the principal's strategy in improving the performance of Islamic Religious Education teachers, which includes planning (plan), tactics or specific measures in addressing obstacles (ploy), consistent patterns of action (pattern), strategic positioning in building excellence and determining policy directions (position), as well as the perspectives, values, and philosophy underlying the principal's leadership (perspective). To comprehensively understand the principal's strategy in improving the performance of Islamic Religious Education teachers, this study employs the concept of strategy developed by Henry Mintzberg through the 5Ps of Strategy, namely plan, ploy, pattern, position, and perspective. This concept views strategy as a plan, a tactic, a pattern of action, a strategic position, and a perspective or set of values that forms the basis for the principal's actions in improving the performance of Islamic Religious Education teachers. This study employed a qualitative approach using a descriptive method. The research was conducted at Al Azhar 4 Kemandoran Islamic Junior High School, South Jakarta. Data were collected through interviews with the principal, curriculum staff, Islamic Religious Education teachers, and teachers of other subjects, as well as through observation and document analysis. The data were then analyzed through the stages of data reduction, data presentation, and conclusion drawing. The findings show that the principal's strategy in improving the performance of Islamic Religious Education teachers is implemented through program planning involving various elements of the school and integrated into the school work program; the application of tactics through coordination, communication, mentoring, supervision, and guidance in addressing

obstacles; the establishment of consistent patterns of action through monitoring, evaluation, reflection, and follow-up; the positioning of Islamic Religious Education as one of the school's identities and areas of excellence through various religious programs and a culture of adab; and the development of a leadership perspective that integrates professionalism with religious values, integrity, discipline, responsibility, and exemplary conduct. Thus, efforts to improve the performance of Islamic Religious Education teachers are carried out in a directed and sustainable manner and are supported by school programs, school culture, and the involvement of various elements within the organization.

*Strategi, Kinerja,
Guru Pendidikan
Agama Islam, 5P
Henry Mintzberg*

Penelitian ini dilatarbelakangi oleh pentingnya strategi kepala sekolah dalam meningkatkan kinerja guru Pendidikan Agama Islam. Guru Pendidikan Agama Islam memiliki peran tidak hanya dalam melaksanakan pembelajaran, tetapi juga dalam membentuk karakter, menanamkan nilai religius, dan membangun budaya sekolah. Oleh karena itu, diperlukan strategi kepala sekolah yang terarah dan berkelanjutan untuk meningkatkan profesionalisme serta kinerja guru Pendidikan Agama Islam di SMP Islam Al Azhar 4 Kemandoran Jakarta Selatan. Tujuan penelitian ini untuk mendeskripsikan strategi kepala sekolah dalam meningkatkan kinerja guru Pendidikan Agama Islam yang meliputi: perencanaan (plan), taktik atau langkah khusus dalam menghadapi kendala (ploy), pola tindakan yang dilakukan secara konsisten (pattern), posisi strategis dalam membangun keunggulan dan arah kebijakan (position), serta cara pandang, nilai, dan filosofi yang mendasari kepemimpinan kepala sekolah (perspective). Untuk memahami strategi kepala sekolah dalam meningkatkan kinerja guru PAI secara komprehensif, penelitian ini menggunakan konsep strategi yang dikembangkan oleh Henry Mintzberg melalui 5P Strategy yaitu plan, ploy, pattern, position, dan perspective. Konsep ini memandang strategi sebagai rencana, taktik, pola tindakan, posisi strategis, serta perspektif atau nilai yang menjadi dasar tindakan kepala sekolah dalam meningkatkan kinerja guru Pendidikan Agama Islam. Metode penelitian yang digunakan kualitatif dengan metode deskriptif. Penelitian dilaksanakan di SMP Islam Al Azhar 4 Kemandoran Jakarta Selatan. Data dikumpulkan melalui wawancara dengan kepala sekolah, staf bidang kurikulum, guru Pendidikan Agama Islam, dan guru mata pelajaran lainnya, serta melalui observasi dan studi dokumentasi. Data kemudian dianalisis melalui tahapan reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa strategi kepala sekolah dalam meningkatkan kinerja guru Pendidikan Agama Islam dilakukan melalui perencanaan program yang melibatkan berbagai unsur sekolah dan diintegrasikan ke dalam program kerja sekolah; penerapan taktik melalui koordinasi, komunikasi, pendampingan, supervisi, dan pembinaan dalam menghadapi kendala; pembentukan pola tindakan yang konsisten melalui monitoring, evaluasi, refleksi, dan tindak lanjut; penempatan Pendidikan Agama Islam sebagai salah satu

identitas dan keunggulan sekolah melalui berbagai program keagamaan dan budaya adab; serta pengembangan perspektif kepemimpinan yang mengintegrasikan profesionalisme dengan nilai religius, integritas, kedisiplinan, tanggung jawab, dan keteladanan. Dengan demikian, peningkatan kinerja guru Pendidikan Agama Islam dilaksanakan secara terarah, berkelanjutan, dan didukung oleh program, budaya sekolah, serta keterlibatan berbagai unsur dalam organisasi.

1. INTRODUCTION

Al Azhar 4 Kemandoran Islamic Junior High School, South Jakarta, operates under the auspices of the Al Azhar Islamic Boarding School Foundation (YPIA), integrating general and religious education in a balanced manner to shape students who excel academically and possess a robust religious character. Within this institutional ecosystem, Islamic Religious Education (PAI) instruction plays a crucial role as a foundational pillar shaping students' personalities, attitudes, and daily behaviors. The success of this educational implementation heavily depends on the performance quality of PAI teachers, who serve as both the spearhead of instruction and exemplary role models. However, the optimization of teachers' strategic roles does not stand alone; rather, it is largely determined by the principal's leadership in directing policies, building a working culture, and designing an institutional ecosystem that is conducive, creative, and sustainable.

To examine leadership and managerial phenomena in depth, this study employs Henry Mintzberg's strategic theory conceptual framework through the 5P approach, which comprises plan, ploy, pattern, position, and perspective. According to Mintzberg, strategy should not be reduced merely to a formal paper based planning document, but must instead be understood as a series of multidimensional actions reflected in tactics for addressing obstacles, the consistency of organizational behavioral patterns, the school's positioning amidst quality competition, as well as the fundamental philosophy and worldview of its leader. This framework provides a comprehensive analytical lens to observe the extent to which the principal's policies transform into a living and deeply rooted operational reality within the school environment.

Although the institution possesses a robust institutional foundation, pre-research observations at Al Azhar 4 Kemandoran Islamic Junior High School, South Jakarta, reveal

a gap between normative idealism and empirical reality in the field. Several PAI teachers continue to conduct the learning process monotonously and as mere administrative routines, leaving room for methodological innovation underdeveloped to its maximum potential. The working spirit and motivation of some educators appear fluctuating, while reflection and periodic evaluation activities have not yet been internalized as a strong collective habit. This condition indicates that the quality improvement programs initiated by the school have not yet fully materialized into a living and sustainable working culture.

These findings are reinforced by pre-interview results with several PAI teachers, confirming that the school has actually provided various coaching instruments such as academic supervision, periodic training, and performance evaluations. Nevertheless, the implementation of these programs often runs inconsistently due to a lack of continuous mentoring, clearer operational directions, and intrinsic motivational drive. On the other hand, the principal is also confronted with managerial complexities in managing the diversity of teachers' personal characteristics and tailoring strategic formulations to be responsive to classroom dynamics, thereby demanding a more systematic and adaptive pattern of action.

Grounded in these empirical dynamics, the identification of the problem in this study narrows down to several crucial points, ranging from declining morale and work culture among educators, suboptimal internalization of the foundation's vision and mission into PAI learning practices, to the persistent gap between the ideal expectation of integrating knowledge and practical action (*ilm* and *amal*) and actual classroom practices. The core issue stems from the reality that the principal's strategy to elevate PAI teachers' performance tends to remain formal and administrative, has yet to form a consistent collective habitual pattern, and is not yet fully supported by a systematic organizational culture that continuously encourages teacher professional innovation.

Departing from Mintzberg's theoretical formulation and the complexity of field problems, this study outlines the research problem into five profound and specific dimensions. The primary questions examine how plans (*plan*) are formulated by the principal, what specific tactical steps (*ploy*) are taken to overcome operational constraints, how behavioral pattern consistency (*pattern*) is formed in daily routines, how strategic positioning (*position*) is constructed to direct the quality excellence of PAI learning, and how the leadership philosophy, values, and perspective (*perspective*) underlie all efforts to enhance teacher performance at Al Azhar 4 Kemandoran Islamic Junior High School,

South Jakarta.

In alignment with the established research problems, the primary objective of this study is to comprehensively analyze, identify, describe, and understand these five strategic dimensions within the environment of Al Azhar 4 Kemandoran Islamic Junior High School, South Jakarta. This study aims not merely to evaluate formal planning documents or written work programs, but to delve deeply into obstacle-resolution tactics, collective working habit patterns, the direction of the institution's strategic position, and the philosophical values of the principal's leadership. Through this approach, the research findings are expected to provide a significant theoretical and practical contribution to the development of Islamic educational management and the continuous enhancement of PAI teachers' professionalism.

2. METHODS

This study employs a qualitative method with a descriptive approach to explore and comprehensively describe the principal's strategy in enhancing the performance of Islamic Religious Education (PAI) teachers at Al Azhar 4 Kemandoran Islamic Junior High School, South Jakarta. Serving as the primary analytical framework, this study adopts Henry Mintzberg's 5P strategy theory, which encompasses plan, ploy, pattern, position, and perspective (Wahyu, 2010). Primary data sources were obtained directly through in-depth interviews and participant observation from key informants, such as the school principal, the vice principal for curriculum affairs, and PAI teachers. Meanwhile, secondary data sources were supported by complementary documents in the form of the school's vision and mission, annual work programs, supervision records, and instructional materials to strengthen the validity of the analysis (Ahmad, 2012).

The data collection procedure was executed through three main techniques: participant observation to monitor daily activities, structured interviews to elicit specific information, and documentation study to complement the school's administrative data (Riduwan, 2012). All collected data were subsequently processed using the interactive analysis model by Matthew B. Miles and A. Michael Huberman, which comprises the stages of data reduction to filter essential information, structured data display, and verification and conclusion drawing to ensure the validity of the findings. Through this comprehensive approach, the study is expected to provide a clear and meaningful depiction of the principal's leadership effectiveness in sustainably elevating the quality

and professionalism of PAI teachers (Tamaulina, 2023).

3. FINDING AND DISCUSSIONS

Result

Strategy as Plan

The strategic planning for enhancing Islamic Religious Education (PAI) teacher performance at Al Azhar 4 Kemandoran Islamic Junior High School is executed through a structured, collaborative managerial system aligned with foundation policies. Initiated by Principal Rujiman through a dedicated Coordinator of Religious Affairs, educators actively participate in work meetings to formulate comprehensive religious programs—such as Tahfiz camps, morning pledges, and character coaching—which are formally integrated into the Educational Unit Operational Curriculum (KOSP) based on ADEP core values.

This participatory planning process is continuously reinforced by regular oversight, academic supervision, and evaluation mechanisms validated through official institutional documents like the School Work Plan and academic calendars. Consequently, the school's systematic approach ensures that program formulation, teacher involvement, and competency enhancement initiatives work cohesively to support professional quality standards among PAI educators.

Strategy as Ploy

To address operational obstacles in enhancing PAI teacher performance, the principal employs a tactical blend of personalized approaches, collaborative peer forums, and rigorous external consultations. When educators face instructional hurdles, issues are addressed through open discussions or brought to the Subject Teacher Discussion (MGMP) groups, preceded by a careful clarification process (*tabayyun*) with educational supervisors and the Al Azhar foundation to secure solid managerial grounds.

Furthermore, this tactical support framework is actualized through professional learning communities, internal workshops, and targeted instructional assessments that drive continuous mentoring and formative feedback. Supported by official problem-handling archives and training reports, these adaptive measures ensure that emerging challenges are systematically resolved while simultaneously advancing teacher professionalism.

Strategy as Pattern

The consistent pattern of action aimed at elevating PAI teacher performance is

manifested through structured routine coaching and formal academic supervision scheduled at least twice per semester. Principal Rujiman ensures that teacher development is not restricted to problem-solving moments, but is embedded across recurring institutional forums—including bi-monthly religious meetings, staff gatherings, and annual work evaluations aligned with both national and Al Azhar independent curricula.

This sustainable cycle of oversight is further expanded through daily task monitoring, feedback evaluations from students and parents, and constructive post-supervision communication that factors into rank promotions. Validated by official coaching notes and supervision archives, these recurring procedural patterns create an integrated, predictable framework for continuous professional growth.

Strategy as Position

The strategic position of the religious sector at Al Azhar 4 Kemandoran is firmly anchored in flagship Quranic programs such as Tahfiz camps, munaqasyah testing, and graduation ceremonies, which establish Islamic Religious Education as the institution's core hallmark. By centering these high-profile initiatives, PAI teachers are elevated into pivotal drivers of school culture, empowered with full creative autonomy to internalize religious values directly into students rather than confining them to theoretical classroom instruction.

This policy direction is seamlessly integrated with comprehensive curriculum management that fuses national academic standards with Al Azhar's distinctive values, fostering a pervasive 5S culture of politeness and daily worship habituation across all school members. Supported by institutional documentation and supervision records, this strategic positioning successfully leverages religious excellence to elevate both educational quality and teacher self-actualization.

Strategy as Perspective

The leadership's guiding philosophy at Al Azhar 4 Kemandoran views the enhancement of PAI teacher performance as the foundational bedrock for realizing the institutional vision of a civilized and achieving school. Principal Rujiman emphasizes that PAI educators must act as living role models who embody noble Islamic values—such as *ṣiddiq*, *amānah*, *tabligh*, and *faṭānah*—while inspiring students through professional ethics and moral integrity.

This core perspective is cultivated through a supportive, familial work

environment where collaborative reflection, character culture reinforcement, and mutual respect motivate educators to execute their duties with sincerity and excellence (itqān). Validated through school regulations, codes of ethics, and direct observations, this philosophical framework harmoniously bridges inner spiritual values with daily professional practice.

Analysis of Research Findings Based on Henry Mintzberg's Grand Theory

Strategy as Plan

The principal's planning at Al Azhar 4 Kemandoran Islamic Junior High School is manifested through a structured managerial system that includes establishing a Coordinator of Religious Affairs, engaging educators in Work Meetings, and integrating religious programs into the Educational Unit Operational Curriculum (KOSP) based on foundation policies and ADEP values (Henry, 2009). These formulated initiatives do not remain static documents, as they are systematically followed by ongoing monitoring, supervision, evaluation, and targeted follow-up to support the professional quality of PAI teachers (Henry, 1994).

When analyzed through Henry Mintzberg's framework, these findings strongly align with the strategy as plan dimension, which views strategy as a consciously designed direction or intended course of action formulated prior to implementation. The conscious creation of structured frameworks, organizational involvement in planning, and clear institutional guidance demonstrate a deliberate strategy, while subsequent monitoring bridges the initial plan into active implementation.

Strategy as Ploy

The principal's tactical approach (ploy) to overcoming obstacles in PAI teacher performance involves a blend of direct personal communication, collaborative peer forums like MGMP, external consultations, and rigorous instructional supervision. Rather than relying solely on general policies, the school implements specific maneuvers such as diagnostic mentoring, professional learning communities, and clarification processes (tabayyun) to address unique internal challenges and maintain program continuity (Henry, 2009).

Evaluated through Henry Mintzberg's theory, these targeted tactical actions align with the strategy as ploy dimension, which defines a ploy as a specific maneuver used to confront particular situations or obstacles. Although Mintzberg's original framework often emphasizes competitive market threats, adapting the concept to internal

organizational hurdles demonstrates flexible, context-specific leadership maneuvers designed to ensure operational success and enhanced teacher performance.

Strategy as Pattern

The consistent pattern of action (pattern) at Al Azhar 4 Kemandoran is demonstrated through recurring institutional practices such as bi-monthly religious meetings, biannual academic supervision, daily task oversight, and continuous competency development. These repeated activities form a predictable, sustainable cycle of coaching, monitoring, and evaluation that integrates seamlessly with both national frameworks and Al Azhar independent curricula (Henry, 1995).

Grounded in Henry Mintzberg's perspective, this consistency in a stream of actions reflects the strategy as pattern dimension, where strategy is recognized not merely by upfront planning, but by habitual behaviors actually executed in practice. This steady cycle exhibits elements of both deliberate planning and emergent adaptation as routine coaching continuously shapes and refines PAI teacher performance over time.

Strategy as position

The strategic position of Al Azhar 4 Kemandoran is established by anchoring the religious sector and PAI learning as core institutional highlights through flagship initiatives like Quranic Tahfiz programs, munaqasyah testing, and graduation ceremonies. By granting PAI teachers creative autonomy and embedding a pervasive 5S culture, the school positions itself uniquely within the educational environment while elevating teachers into primary drivers of institutional identity (Mintzberg, 1995).

Analyzed through Henry Mintzberg's framework, these choices align with the strategy as position dimension, which relates to how an organization locates itself relative to its external context. While Mintzberg traditionally applied this to market positioning, adapting it to educational excellence highlights the deliberate selection of specific organizational features and resource allocations to establish a distinct, sustainable institutional identity.

Strategy as Perspective

The leadership's guiding perspective at Al Azhar 4 Kemandoran views PAI teacher enhancement through the lens of the institutional vision, "Sekolah Beradab dan Berprestasi," emphasizing moral role modeling, integrity, and core Islamic values like *şiddiq* and *amānah*. This mindset is actualized through a supportive, familial work environment that deeply integrates character culture (*adab*), continuous reflection, and

professional ethics into daily school interactions.

When examined via Henry Mintzberg's grand theory, this internal orientation corresponds directly to the strategy as perspective dimension, which concerns an organization's fundamental worldview and shared mindset. Rather than focusing solely on external positioning, this dimension captures how internal values and collective understandings shape the deep cultural foundation that guides everyday teacher behavior and institutional direction (Mintzberg, 1995).

Research Analysis Based on Michael E. Porter's Middle-Range Theory

Strategic Positioning

The strategic approach implemented by the Principal of SMP Islam Al Azhar 4 Kemandoran establishes a clear institutional priority around the development of the religious sector, prominently featuring Islamic Religious Education (PAI), Qur'anic learning, Tahfiz, and the reinforcement of adab. This intentional direction is operationalized through a cohesive framework of policies, including the appointment of a Coordinator for Religious Affairs, structured teacher mentoring, academic supervision, and the integration of religious initiatives into the school's core curriculum and work plans (Michael, 1996).

When analyzed through Michael E. Porter's middle-range theory, these measures directly align with the concept of strategic positioning, which emphasizes creating valuable differentiation through a deliberate choice of mutually reinforcing activities. Rather than operating in isolation, the school's diverse religious programs, teacher development efforts, and administrative controls achieve internal fit, enabling the institution to successfully anchor its core excellence and identity.

Differentiation

SMP Islam Al Azhar 4 Kemandoran establishes clear distinctiveness through an array of signature programs and cultural elements, including curriculum integration, Tahfiz camps, munaqasyah examinations, Tahfiz graduation ceremonies, daily worship habituation, and the pervasive 5S culture of politeness. This unique institutional profile is actively reinforced by granting PAI teachers full creative autonomy to design activities, backed by continuous scaffolding, professional mentoring, and collaborative training frameworks (Michael, 1985).

From Michael E. Porter's perspective, this operational distinctiveness epitomizes the differentiation strategy, which involves delivering unique value through specialized

activities, operational methods, and service quality rather than standard approaches alone. By combining programmatic uniqueness with targeted human resource development and teacher empowerment, the school builds a robust competitive advantage that firmly distinguishes its educational ecosystem from others.

Research Analysis Based on Applied Theory

Thomas L. Wheelen dan J. David Hunger

The principal periodically gathers information regarding institutional conditions and needs through work meetings, direct coordination with educators, supervision, monitoring, and comprehensive evaluation. Based on Wheelen and Hunger's strategic management framework, the environmental scanning dimension at this school focuses predominantly on observing the internal environment to map teacher needs and program development, although external environmental monitoring has not yet been specifically explored (Thomas, 2023).

The strategy formulation stage is reflected through the design of religious programs and teacher competency enhancement, involving the Coordinator for Religious Affairs alongside work meeting forums. This formulation process is strongly guided by the school's vision and mission, the policies of the Al Azhar Islamic Boarding School Foundation, and the internalization of ADEP values (Adab, Discipline, Work Ethic, and Achievement) to translate organizational policy directions into systematic program designs.

Strategy implementation is operationalized through various concrete activities, such as the Al-Qur'an Tahfiz program, daily worship habituation, the reinforcement of adab, training, workshops, Subject Teacher Association (Musyawarah Guru Mata Pelajaran or MGMP) activities, and professional mentoring. The active involvement of various school constituents through clear task delegation demonstrates that the strategic direction has been successfully translated into everyday organizational structures and actions.

The evaluation and control dimension is consistently executed through task performance monitoring mechanisms, periodic academic supervision, and continuous program evaluation. Information derived from these activities is directly utilized as a foundation for improvement, methodological adjustments, and subsequent mentoring tailored to dynamic field conditions.

The application of Wheelen and Hunger's four strategic dimensions demonstrates

robust and integrated alignment at SMP Islam Al Azhar 4 Kemandoran, South Jakarta. Ranging from internal scanning and foundation-value-based formulation to operational program implementation and a rigorous control cycle, this entire strategic management process operates synergistically to elevate PAI teacher professionalism and the school's educational quality.

Richard P. Rumelt

The principal discerns the actual conditions and challenges related to the performance of Islamic Religious Education (PAI) teachers through work meetings, coordination, direct communication, academic supervision, monitoring, and periodic evaluations, which concurrently afford teachers a platform to voice their ideas and obstacles.

Based on Richard P. Rumelt's dimension of diagnosis, this process serves to simplify complex situations and identify critical aspects requiring attention prior to determining an appropriate organizational response, although its execution remains primarily concentrated on internal school information gathering (Richard, 2011).

As a guide in addressing these challenges, the principal formulates a guiding policy grounded in the institution's vision and mission, the policies of the Al Azhar Islamic Boarding School Foundation, ADEP values (Adab, Discipline, Work Ethic, and Achievement), and the strategic direction of PAI reinforcement to unify the school's diverse programs (Rumelt, 2011).

This guiding policy is subsequently manifested through coherent actions comprising a series of coordinated, mutually supporting measures—ranging from the establishment of a Coordinator for Religious Affairs (Ohmae, 1982), the implementation of daily religious programs, supervision, and training, to continuous evaluation that synergistically involve all elements of the school community.

Kenichi Ohmae

The research findings indicate that the principal formulates a strategy to enhance PAI teacher performance by leveraging the school's internal strengths. This is evidenced by the establishment of the Religious Affairs Coordination structure, which incorporates PAI, Qur'an, and Arabic language teachers.

These findings are analyzed utilizing Kenichi Ohmae's corporation dimension. The analysis reveals a strong concordance with this dimension, demonstrating that the principal's strategy transcends mere program formulation and is fundamentally

supported by the optimization of organizational capabilities and internal resources (Kenichi, 1982).

Furthermore, the research demonstrates that the principal's strategy for enhancing PAI teacher performance is inextricably linked to the needs of students as the primary beneficiaries of educational services. Diverse initiatives—such as Qur'anic instruction, Tahfiz, Tahsin, worship habituation, the cultivation of adab, religious activities, and character reinforcement—reflect the institution's responsiveness to students' developmental needs.

These findings are evaluated through Ohmae's customers dimension, showing clear alignment. Consequently, the study illustrates that the principal's strategic approach closely corresponds with this dimension, as programmatic expansion and professional enhancement are ultimately directed toward optimizing educational service delivery and fostering student development.

Finally, the findings indicate that SMP Islam Al Azhar 4 Kemandoran constructs its competitive edge by reinforcing its Islamic educational identity and developing distinctive institutional programs. This corresponds with Ohmae's competitors dimension, particularly regarding competitive advantage and differentiation. Therefore, within the context of this study, Ohmae's conceptual framework effectively elucidates how the school establishes a distinct positioning through flagship programming and a robust Islamic educational identity.

Arthur A. Thompson dan A. J. Strickland

Based on the research findings, the establishment of the principal's strategic direction in enhancing PAI teacher performance is intertwined with the school's vision, namely the realization of a civilized and high-achieving school. According to this analysis, the findings demonstrate a congruence with this dimension. The principal has positioned the school's vision and the reinforcement of religious identity as a directional framework, which is subsequently translated into objectives and various programs aimed at improving PAI teacher performance (Arthur, 2022).

Strategy formulation is executed through the systematic development of various school programs involving multiple stakeholders. The principal established a Coordinator for Religious Affairs comprising PAI, Qur'an, and Arabic language teachers to design and develop religious initiatives. Teachers are also afforded opportunities to articulate ideas and proposals through work meeting forums. When analyzed through

this dimension, the findings exhibit strong alignment.

The formulated strategy is subsequently actualized through the implementation of diverse programs and activities. In the aspect of enhancing teacher performance, strategy execution is further operationalized via academic supervision, monitoring, mentoring, professional coaching, training, workshops, Subject Teacher Association (MGMP) sessions, reflective forums, and the development of instructional materials.

According to Thompson and Strickland, strategy execution pertains to the process of translating established strategies into organizational action. Based on this analysis, the research findings demonstrate congruence with the dimension of strategy execution. The strategy for enhancing PAI teacher performance does not terminate at the planning and program formulation stages, but is operationalized into tangible activities.

The principal monitors program implementation through ongoing observation, supervision, evaluation, reflection, and follow up actions. The presence of monitoring, supervision, evaluation, reflection, and follow-up indicates that strategy implementation receives sustained attention post-execution. Evaluated through this dimension, the findings show robust alignment.

Donald Sull dan Kathleen M. Eisenhardt

The research findings indicate that in determining various programs to enhance PAI teacher performance, the principal relies on a set of foundational criteria for decision-making. Program formulation is not executed arbitrarily, but is instead aligned with the school's vision and mission, the policies of the Al Azhar Islamic Boarding School Foundation, institutional needs, evaluation outcomes, and the conditions encountered by teachers in executing their duties. Within the framework of Donald Sull and Kathleen Eisenhardt, rules for making decisions are employed to assist organizations in navigating alternatives and making choices (Donald, 2015).

The findings indicate that the selection and structuring of programs at SMP Islam Al Azhar 4 Kemandoran remain bounded by the parameters and direction established by the institution. These findings are analyzed utilizing boundary rules. Based on this analysis, the results demonstrate a strong concordance with boundary rules.

The findings reveal that the enhancement of PAI teacher performance involves multi-stakeholder collaboration. These findings are examined through coordination rules, demonstrating a robust alignment.

Furthermore, the results indicate that the execution of various school programs is

subject to temporal structuring. Such findings are evaluated using timing rules, showing clear alignment.

These operational rules help clarify viable options, determine priorities, and provide guidelines on when specific actions should be suspended or modified. Program planning is conducted sequentially, followed by execution, monitoring, evaluation, and systematic follow up actions.

Choice John Child

The principal of SMP Islam Al Azhar 4 Kemandoran actively implements John Child's dimension of choice of strategic action through the establishment of a Coordinator for Religious Affairs, the design of comprehensive programs such as Tahfiz Camp, academic supervision, training, and the incorporation of teachers into work meeting forums to accommodate practical aspirations and field needs.

Within the manipulation of environmental features dimension, the principal proactively manages the internal environment by instilling ADEP values (Adab, Discipline, Work Ethic, and Achievement), the 5S culture, and professional learning communities, while simultaneously fostering parental and community involvement through flagship religious programs that reinforce institutional identity (Child, 1972).

Concerning the choice of relevant performance standards, PAI teacher performance is measured not merely by administrative or academic achievements, but is integrated with religious values, exemplary leadership, discipline, and moral responsibility, monitored periodically through structured supervision and evaluation.

Collectively, these findings demonstrate strong alignment with John Child's perspective, wherein the principal exercises active agency in determining strategic actions, shaping a conducive organizational environment, and establishing quality standards congruent with the institutional vision to sustainably enhance PAI teacher professionalism.

Miles dan Snow

The application of the Miles and Snow strategy typology at SMP Islam Al Azhar 4 Kemandoran, South Jakarta, provides a comprehensive framework for evaluating the principal's policy direction in enhancing the performance of Islamic Religious Education (PAI) teachers. This approach examines how educational institutions respond to internal and external dynamics through four primary strategic dimensions (Raymond, 2003).

The defender dimension is strongly reflected through the school's consistency in

maintaining its core excellence in religious education. Religious identity is meticulously preserved through the Al-Qur'an Tahfiz program, Tahfiz Camp, daily worship habituation, and the establishment of a Coordinator for Religious Affairs who manages all programs in a structured and sustainable manner.

Conversely, the prospector dimension is evident in the leadership's openness in providing PAI teachers with the autonomy to innovate and articulate new ideas. Through work meeting forums, training sessions, workshops, and Subject Teacher Association (MGMP) activities, educators are encouraged to develop instructional creativity while remaining aligned with the institution's vision and mission.

The analyzer profile is identified as the most dominant and prominent strategic profile in this study. The school successfully strikes an optimal balance between stability—by maintaining traditions and flagship religious programs—and periodic renewal through academic supervision, learning communities, and the integration of the National Curriculum with the distinctive Al Azhar curriculum.

In contrast, the reactor dimension is assessed as not constituting a primary pattern within the principal's leadership. Managerial policies at this school prove to be oriented toward meticulous planning, structured mentoring systems, and periodic evaluations, ensuring that operational actions transcend mere spontaneous reactive responses when confronting field challenges (Miles, 1978).

Overall, the analysis utilizing the Miles and Snow typology affirms that the principal's strategy at SMP Islam Al Azhar 4 Kemandoran centers on the analyzer model, wherein the preservation of religious quality operates synergistically with the systematic and continuous professional development of PAI teachers.

Danny Miller

The analysis of organizational configuration according to Danny Miller's framework is applied to SMP Islam Al Azhar 4 Kemandoran to evaluate how the principal's strategy in enhancing the performance of Islamic Religious Education (PAI) teachers is formulated comprehensively. This approach posits that quality improvement does not stand in isolation, but is instead bound within a configurational pattern that cohesively aligns policy directions, religious programs, and the institutional vision.

In the strategy dimension, the principal's policy direction is not merely a list of formal programs, but is manifested through a comprehensive design that integrates pedagogical competency enhancement with the reinforcement of a religious culture.

Flagship activities such as Al-Qur'an Tahfiz, Tahfiz Camp, the cultivation of adab (manners), and the involvement of teachers in work meeting forums are designed to strengthen the school's identity while supporting the attainment of PAI instructional quality (Miller, 1992).

The structure aspect within Miller's framework is reflected through the arrangement of roles, distribution of responsibilities, and work coordination mechanisms that support strategy execution. The establishment of the Religious Affairs Coordination structure, which involves the collaboration of PAI, Qur'an, and Arabic language teachers, demonstrates a functional arrangement ensuring that every religious program is executed synergistically without relying solely on a single individual.

Meanwhile, the process dimension describes a series of continuous activities that bridge strategic planning with field outcomes. This process operates through an ongoing cycle, ranging from collaborative program design, periodic academic supervision, daily monitoring, and collective reflection to evaluations and follow-ups that remain adaptive to the dynamic needs of teachers.

The organizational environment context forms both the background and substantial direction for all policies implemented within the school. A religious and professional work climate grounded in the vision of a "Civilized and High-Achieving School," the implementation of ADEP values (Adab, Discipline, Work Ethic, and Achievement), the 5S culture, and adherence to the policies of the Al Azhar Islamic Boarding School Foundation serve as the foundation directing the educators' work culture.

Overall, the organizational configuration at SMP Islam Al Azhar 4 Kemandoran demonstrates a robust alignment with Miller's perspective. The integration of focused strategies, functional coordination structures, cyclical mentoring processes, and a conducive environmental context proves that the enhancement of PAI teacher performance is supported by an intact and harmonious managerial system.

Andrew M. Pettigrew

The analysis of Andrew Pettigrew's triple-embedded approach to the principal's strategy at SMP Islam Al Azhar 4 Kemandoran, South Jakarta, positions the dimension of content as the primary substance for enhancing PAI teacher performance. This substance is concretely manifested through competency enhancement programs, academic supervision, the establishment of the Religious Affairs Coordination structure, and the

reinforcement of religious programs such as Tahfiz, Tahsin, and worship habituation. The principal formulates this strategic substance not merely to elevate professional aspects alone, but to bind it closely to the achievement of the institutional vision as a "Civilized and High-Achieving School," which encompasses the reinforcement of responsibility, moral exemplarity, and the teachers' religious culture (Andrew, 1987).

Within the dimension of context, the PAI teacher performance enhancement strategy develops amid the internal ecosystem of an Islamic educational institution heavily imbued with the implementation of ADEP values (Adab, Discipline, Work Ethic, and Achievement), the 5S culture, and daily worship habituation. Beyond this internal culture, the external context frames policy directions through regulations and institutional standards from the Directorate of Primary and Secondary Education of the Al Azhar Islamic Boarding School Foundation. These foundation policies are subsequently absorbed and contextually translated through work meeting forums to align with specific needs at the educational unit level (Pettigrew, 1987).

The dimension of process within Pettigrew's framework demonstrates that the strategy in this school is not executed rigidly or unilaterally, but rather through a series of interactive stages unfolding over time. This process originates from participatory program formulation during work meetings incorporating teachers' aspirations, proceeding through functional task delegation and operational program implementation to a cycle of supervision via academic supervision, daily monitoring, collective reflection, evaluation, and continuous follow-up.

The integration of Pettigrew's three dimensions substantial program content, strong internal and foundation value contexts, and dynamic, participatory processes proves that the principal's strategy is comprehensively designed. This approach ensures that PAI teacher performance enhancement does not operate partially, but is instead integrated into an intact organizational configuration to realize sustainable Islamic educational quality.

Richard Whittington

The Strategy-as-Practice (SAP) approach proposed by Richard Whittington is utilized to analyze the principal's strategy at SMP Islam Al Azhar 4 Kemandoran, South Jakarta, positioning the dimension of praxis as the primary focus that examines concrete activities in strategy execution. The strategy for enhancing the performance of Islamic Religious Education (PAI) teachers does not merely stop at planning documents or formal

policy formulations, but is directly manifested through a series of operational actions embedded within the everyday life of the school organization.

These praxis activities are concretely manifested through the organization of participatory work meetings, the establishment of the Religious Affairs Coordination structure, the execution of daily religious programs, and the cycle of academic supervision, monitoring, mentoring, and periodic evaluation. The principal, alongside their staff, consistently executes coordination, communication, and reflection activities to ensure that every target for instructional quality and the formation of students' religious character can be optimally executed in the field (Richard, 1996).

The second dimension, practices, highlights the various forms of procedures, routines, tools, and structured working methods underlying the course of strategic activities. The execution of the PAI teacher performance enhancement strategy is supported by established managerial instruments, such as work meeting forums as a venue for program formulation, systematic academic supervision procedures, and monitoring, evaluation, and follow-up mechanisms that constitute the school's operational routines.

Beyond formal procedures, this practices dimension is further reinforced by culture and supporting documentation instruments, ranging from the School Work Plan (Rencana Kerja Sekolah or RKS) and the Educational Unit Operational Curriculum (Kurikulum Operasional Satuan Pendidikan or KOSP) to teacher competency development programs. Social practices within the school environment are also internalized through the application of ADEP values (Adab, Discipline, Work Ethic, and Achievement), the cultivation of the 5S culture (Smiles, Greetings, Salutations, Politeness, and Courtesy), and daily worship habituation, which serve as shared working guidelines (Paula, 2008).

The third dimension, practitioners, highlights the actors and groups actively involved in designing, executing, and developing the substance of the organization's strategy. The principal holds a central role as the primary policymaker who provides strategic direction, conducts professional mentoring, and coordinates all available resources within the institutional environment.

4. CONCLUSION

Based on the analysis utilizing Henry Mintzberg's framework of strategy as plan, ploy, and pattern, the principal's strategy for enhancing the performance of Islamic

Religious Education (PAI) teachers at SMP Islam Al Azhar 4 Kemandoran, South Jakarta, is formulated through structured and participatory program planning. This planning is guided by the school's vision and mission as well as the policies of the Al Azhar Islamic Boarding School Foundation, actively involving educators through work meeting forums and the establishment of a Religious Affairs Coordination structure integrated into the Educational Unit Operational Curriculum (Kurikulum Operasional Satuan Pendidikan or KOSP). In navigating operational hurdles (ploy), the principal implements specific tactics through personal approaches, open communication channels, academic supervision, and collaborative problem-solving. This behavioral consistency (pattern) is continuously actualized through cycles of routine mentoring, daily monitoring, periodic evaluation, collective reflection, and the encouragement of professional competency development, thereby fostering a disciplined and well-organized work culture.

Meanwhile, the dimensions of strategy as position and perspective affirm that the principal strategically positions the religious domain as the institution's primary identity and competitive advantage through the integration of the National Curriculum with the distinctive Al Azhar curriculum, the Tahfiz program, and Tahfiz Graduation ceremonies. PAI instruction is not perceived merely as a formal subject, but rather as the axis of character building supported by creative autonomy for teachers in the field. From a philosophical leadership standpoint (perspective), the enhancement of PAI teacher performance is rooted in the commitment to realizing the vision of a "Civilized and High-Achieving School," wherein educators are required not only to be professionally competent, but also to serve as living role models who uphold the values of trustworthiness (amanah), integrity, the 5S culture, and religiosity throughout everyday school life.

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