

# School Principal's Strategy In Realizing Effective School Management At Mim Sidokerto

## Author

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## Abstract:

This study discusses the importance of understanding school effectiveness, not only to improve the quality of education but also as part of the implementation of decentralization and regional autonomy policies. The government targets the achievement of equity, relevance, and efficiency in the administration of education, where studies on school effectiveness have been proven to help address issues related to quality improvement. The author emphasizes the need to discuss effective school management because many schools have not yet succeeded in achieving their goals. An effective school is one that achieves the targets it has set for itself.

This research uses a qualitative method and focuses on effective school management with the hope of providing a conceptual contribution. Based on observations at MIM Sidokerto, which has successfully implemented effective school management, the author concludes that the school is able to produce good quality graduates, although it still faces several operational challenges that can be overcome.

**Keywords:** management, education, strategy, effectivity

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## Introduction

Education is one of the key factors in improving the quality of human resources and determining the progress of a nation. According to Law Number 20 of 2003 on the National Education System, education is defined as a conscious and planned effort to create a learning atmosphere and learning process in which students actively develop their potential so that they possess spiritual-religious strength, self-control, personality, intelligence, noble character, and the skills needed by themselves, society, the nation, and the state. Therefore, effective and efficient management of education is imperative for every educational institution in order to optimally achieve national education.

According to Wulandari, Kurniawan, and Praptiningsih (2023), education is a conscious effort that involves the process of fostering and developing individual potential physically, psychologically, socially, and spiritually through well-planned learning activities. Education is not only oriented toward the transfer of knowledge but also toward the formation of students' morals and character so that they are able to adapt to the dynamics of contemporary development.

In its implementation, educational institutions such as schools and madrasahs require good management to achieve effective educational goals. Fathurrochman et al. (2022) define school management as a series of activities that utilize all human and non-human resources effectively and efficiently in order to achieve predetermined educational objectives. An effective school is a school that is able to organize and utilize all resources to ensure that all students can learn the curriculum content

effectively regardless of their social, economic, or cultural. Furthermore, Usman (2007) in Fathurrochman et al. (2022) explains that effective school management must reflect the principles of autonomy, accountability, transparency, participation, and efficiency so that all school components can function optimally. The school principal becomes the key actor in applying these principles, because visionary and collaborative leadership will determine the direction and success of the school in achieving its goals. This is in line with Kiding (2021), who states that the principal's leadership plays a very important role in creating an effective school, as the principal functions as the main driving force who motivates all school members to achieve their best performance.

In the madrasah context, the principal or head of madrasah is not only an administrator but also a spiritual leader and role model for all school members. Based on observations at MIM Sidokerto, the head of the madrasah demonstrates effective leadership strategies by involving teachers, staff, and parents in the planning and implementation of school programs. Interview results show that the principal consistently conducts annual evaluations of work programs to ensure their relevance to contemporary developments, for example by adjusting technology-based learning activities and strengthening religious programs such as Qur'an memorization (tahfidz al-Qur'an).

In addition, the principal accommodates the aspirations of teachers and parents in designing extracurricular programs, such as adding futsal, dance, choir, and tambourine activities. This strategy reflects a participatory form of school management that is able to enhance the sense of shared responsibility and involvement of all parties in the madrasah environment. According to Mortimore (1991) in Fathurrochman et al. (2022), one characteristic of an effective school is the involvement of all school members, a positive learning environment, and strong, communicative school leadership. The implementation of effective school management is not free from various challenges; based on interviews with the principal, the main obstacles include the increasing number of students with diverse social backgrounds and the need for continuous innovation so that the madrasah remains adaptive to technological developments and societal needs.

Thus, the principal's strategy in realizing effective school management at MIM Sidokerto becomes an important issue to be examined in depth. This study aims to describe the principal's strategic forms in planning, implementing, and supervising school management as well as to analyze the supporting and inhibiting factors that influence the success of its implementation. The findings are expected to contribute to the development of educational management studies and to serve as a reference for school and madrasah principals in implementing leadership strategies that are effective, innovative, and oriented toward comprehensive quality improvement in education.

## Method

This study employed a qualitative approach with a descriptive research design. This approach was chosen to gain an in-depth understanding of the principal's strategies in realizing effective school management at MIN Sidokerto based on actual conditions in the field. The research site was Madrasah Ibtidaiyah Muhammadiyah Sidokerto (MIM Sidokerto), located in Sragen Regency, which was selected because it is considered to have implemented principles of effective school management through various flagship programs and participatory leadership strategies. The study was conducted on 6 November 2025, in the odd semester of the 2025/2026 academic year.

The subject of this research was the school principal as the main informant, while the object of the study comprised the managerial strategies applied in planning, implementing, supervising, and evaluating school activities. Data were collected through observation, interviews, and documentation. Observations were carried out directly examine management activities and the overall situation within madrasah environment, whereas in-depth interviews with the principal were conducted to obtain information about the strategies implemented in creating an effective school, ranging from program planning to implementation and evaluation. Documentation was used to gather additional data.

The data obtained were analyzed using Miles and Huberman's interactive analysis model, which consists of three stages: data reduction, data display, and conclusions drawing (Annisa&Mailani, 2023). In the data reduction stage, the research selected and focused on information relevant to the research focus. In the data display stage, the data were presented in the form of narrative descriptions to portray the principal's strategies in realizing effective school management. The final stage involved drawing conclusions based on verified field findings that had been verified. To ensure the validity of the data, this research used methodological triangulation by comparing the results of observations, interviews, and documentation so that the data obtained would be more accurate and reflect the actual condition of school management.

## Results and discussions

Based on observations and interviews with the principal of MIM Sidokerto, it was found that the principal's strategy in realizing effective school management is carried out through a directed, systematic, and participatory process. This pattern is in line with the principles of effective school management, which emphasize the optimization of resources to achieve educational objectives efficiently and effectively (Fathurrochman et al., 2022). The head of the madrasah demonstrates a role as the main driving force in organizing all school components so that educational goals can be achieved, as reflected in program planning, implementation of activities, and continuous monitoring and evaluation.

At the planning stage, the principal of MIM Sidokerto can design annual work programs and activities that take into account changing times, students' development, and the needs of teachers and the surrounding community. Every week, comprehensive planning and evaluation are conducted for both ongoing and pending programs to measure the success of their implementation. The principal emphasizes that changes in planning are unavoidable since the character of today's student is different from that of students five years ago. This indicates an adaptive attitude in school management, which is consistent with the views of Fathurrochman et al. (2022) that effective management is management that can adjust programs to the educational environment and students' needs. In formulating programs, the principal also considers the aspirations of the teachers, staff, and parents. Proposals for extracurricular activities such as futsal, dance, tambourine, and choir emerge from discussions between the school and parents. This participatory approach fosters a sense of shared responsibility for the success of the programs and makes planning more effective and aligned with the students' potential at the madrasah.

At the implementation stage, the principal actively involves all teaching and non-teaching staff. Each teacher is entrusted with responsibility for specific activities, which makes them feel that they play an important role in the success of school programs. This model reflects a strong collaborative leadership style in which the principal serves as facilitator and coordinator rather than merely a director. This is in line with Kidding (2021) in Fathurrochman et al. (2022), who states that effective principal leadership that is able to mobilize all school members toward a shared vision through cooperation and open communication.

The principal places strong emphasis on strengthening religious values as the distinctive characteristic of the madrasah. Flagship programs such as Qur'an memorization (tahfidz al-Qur'an), dhuha prayer in the classroom, and the habituation of daily worship have become hallmarks of MIM Sidokerto that are consistently implemented. According to Wulandari et al. (2023), ideal education not only emphasizes cognitive aspects but must also foster the spiritual and moral dimensions of students. This approach is clearly reflected in the learning practices at MIM Sidokerto, which strive to balance academic achievement, character formation, and religious values.

In the supervision process, the principal implements an open and routine monitoring system. Every Monday, a weekly evaluation meeting is held, attended by all teachers and staff. This meeting serves as a forum to review activities carried out over the past week, discuss encounters obstacles, and draw up plans

for the following week. The principal also conducts direct supervision of teaching activities and tahfidz programs to ensure that they run according to plan. This supervision system is in line with Mortimores's theory (1991) in Fathurrochman et al. (2022), which states that an effective school is characterized by continuous evaluation mechanisms and a strong culture of reflection in every educational activity.

The principal's openness to suggestions and criticism is an important factor in maintaining a conducive working atmosphere. Teachers are given space to voice input and complaints, thereby fostering a harmonious relationship among school members. This situation illustrates the implementation of the principles of transparency and accountability in educational management, as emphasized by Usman (2007) in Fathurrochman et al. (2022), namely that effective school management must be grounded in openness, shared responsibility, and an ongoing commitment to quality improvement.

Nevertheless, the implementation of effective school management at MIM Sidokerto is not free from challenges. One major challenge is the increasing number of students with diverse social backgrounds, which creates new dynamics in character education. In addition, teacher's competence in integrating learning technologies still needs to be strengthened so that it can keep pace with the demands of modern education. Despite these challenges, the principal of MIM Sidokerto has demonstrated adaptive innovative leadership capabilities. By prioritizing deliberation, open communication, and cooperation between teachers and parents, various problems can be resolved without leading to prolonged conflict.

Thus, it can be concluded that the success of school management at MIM Sidokerto is not solely determined by administrative completeness or organizational structure, but also by the quality of interpersonal relationships and leadership that is dynamic and developmental. A school management model of this kind is highly relevant to be applied in other educational institutions because it can enhance the effectiveness of quality achievement in a comprehensive manner.

## Conclusion

Effective school management that the success of school management Sidokerto is realized through the visionary, participatory, and adaptive leadership of the madrasah principal. The principal does not merely function as an administrator, but also as a spiritual leader and motivator for all school members. The main strategies applied encompass three key aspects: participatory planning, effective implementation, and continuous supervision.

At the planning stage, the principal involves all madrasah members and parents in formulating school programs to ensure alignment with the needs and dynamics of students and the community. In the implementation stage, effective management is reflected through flagship programs such as Qur'an memorization (tahfidz), daily worship habits, and extracurricular activities that support student's character and potential. Evaluation is conducted routinely every week, and direct supervision is carried out to ensure ongoing improvement in school quality.

Despite challenges such as increasing student numbers, limited facilities, and teachers' limited competence, the principal can overcome these obstacles through open communication, continuous innovation, and harmonious cooperation between teachers and parents. Therefore, the success of MIM Sidokerto in implementing effective management demonstrates that "the quality school leadership is in the main factor in improving educational quality." The model implemented at MIM Sidokerto can serve as an example for other educational institutions in realizing a participatory, effective madrasah that is oriented towards character formation and producing satisfactory graduates.

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