

Madrasah Principal Management in Improving Student Achievement at MAN 1 Rokan Hulu

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Article History:

Received : 12-08-2026

Revised : 15-08-2026

Accepted : 13-09-2026

Keywords: Management,
Madrasah Principal, Academic
Achievement

Abstract: This study analyzes the role of headmaster management in enhancing student achievement at Madrasah Aliyah Negeri (MAN) 1 Rokan Hulu using the POAC (Planning, Organizing, Actuating, Controlling) management function framework according to George R. Terry. This qualitative research involved four primary informants: the headmaster, the vice principal for curriculum, the vice principal for student affairs, and high-achieving students. Data were collected through in-depth interviews, observation, and documentation. The results indicate that the headmaster systematically and coordinately applied all four POAC functions through needs analysis, clear task distribution, motivation, rewards, mentoring, monitoring, and periodic evaluation. Student achievement increased significantly from 161 awards in 2023 to 492 awards in 2026. These findings confirm that effective headmaster management is a determining factor in improving both academic and non-academic student achievements.

How to Cite: Wilma Nasution, Hardianto, Ria Karno.(2026). *Madrasah Principal Management in Improving Student Achievement at MAN 1 Rokan Hulu*. 4(2). pp.711-715
<https://doi.org/10.61536/escalate.v4i02.688>



<https://doi.org/10.61536/escalate.v4i02.688>

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Introduction

Education is a primary factor in determining the quality of a nation's human resources. In the context of formal education, schools play a strategic role in developing students who excel not only in academics but also in non-academic aspects such as skills, character, and extracurricular achievements (Hardianto, 2024).

Improving the quality of education is a requirement that must be continuously pursued by all school components. A crucial factor in the success of educational delivery in schools is the leadership of the principal. As a leader, the principal plays a crucial role in managing educational resources, directing policies, and creating a school climate conducive to learning. Effective leadership by the principal will have a direct impact on improving the quality of learning and student achievement (Nurfadillah, 2026).

Previous research by Ngatini & Miyono (2024) found that madrasah principals play a role in establishing clear educational goals, conducting regular academic supervision, and developing various student development programs. Effective leadership factors have been shown to support improvements in the quality of student achievement in both academic and non-academic areas. Furthermore, Isnaini and Dartim (2025) showed that madrasah principals who implement transformational leadership through motivation, open communication, and collaboration among all school members are able to improve academic achievement through Olympiad programs and increased study hours, as well as non-academic achievement through strengthening the tahfiz program and extracurricular activities.

State Islamic Senior High School 1 Rokan Hulu is a secondary education institution under the auspices of the Ministry of Religious Affairs of the Republic of Indonesia that implements Islamic values in daily life. Nevertheless, this school is always active in academic and non-academic activities, with student and teacher participation in various competitions. Data shows a significant increase in achievement: from 161 awards (2023) to 492 awards (2026), covering championships at the national, provincial, district, and sub-district levels. This increase reflects the great potential of the students and the effective leadership strategies of the principal.

This study aims to analyze in depth how the management of madrasah principals contributes to improving student achievement at MAN 1 Rokan Hulu using the POAC management function framework according to George R. Terry. A deeper understanding of madrasah principal management practices is expected to contribute to the development of more effective educational leadership.

Literature Review

Madrasah Principal Management

Management is the process of planning, organizing, implementing, and controlling the efforts of organizational members and utilizing all organizational resources in order to achieve predetermined goals (Wijayanti, 2023). As a manager/leader, the principal is essentially a planner, organizer, leader, and controller. Management emphasizes a leader's ability to carry out comprehensive planning of the organization's strategic programs to achieve goals. In addition, a manager is also required to organize all potential within the organization, whether in the form of people, goods, or skills (Nurmalasari, 2022). The leadership of the madrasah principal is a determining factor in the success of student achievement because it is closely related to the management of teaching staff and the learning system (Pujiastuti, 2022).

POAC Management Functions

George R. Terry identified four primary management functions known as POAC: Planning: This is the primary function oriented toward establishing organizational goals and determining the steps necessary to achieve those goals. Planning involves the decision-making process regarding what will be done, when, how, and who is responsible (Syafitri, 2024). In the context of education, improving student achievement does not occur automatically but rather results from a systematically planned educational management process (Arifin, 2024).

Organizing(Organizing):Organizing is the process of grouping the various activities necessary to achieve organizational goals. This process includes establishing an organizational structure, assigning tasks, and assigning functions, authorities, and responsibilities to each member according to their competencies (Rahim, 2022). Effective organizing allows all resources within the organization to work in a coordinated manner, enabling goals to be achieved effectively and efficiently.

Actuating(Implementation/Movement):Leadership is the process of directing and motivating all members of an organization to work optimally to achieve established goals. In educational institutions, the principal mobilizes human resources through motivation, direction, guidance, and support (Shalehah, 2021). The success of this leadership function is greatly influenced by effective leadership and communication (Nurfadillah, 2026).

Controlling(Supervision):This is a management function that aims to assess the extent to which activities are implemented in accordance with established plans and objectives. Through supervision,



the principal can determine the program's success rate, identify deviations, and take corrective action if necessary (Murdick, in the management literature).

Student achievement

Student achievement encompasses two main dimensions: academic achievement and non-academic achievement. Academic achievement includes report card grades, national exam scores, and other academic achievements. Non-academic achievement includes achievements in academic competitions (Olympiads), achievements in extracurricular activities, and achievements in character development and social skills (Mudazir, 2026). Research shows that the leadership of madrasah principals can improve school achievement in both academic and non-academic fields through effective program planning, learning management, and evaluation (Musta'in et al., 2026). Mulyadi stated that madrasah principals need to build synergistic collaboration with all stakeholders in order to improve the quality of education through integrated management of all educational components (Nurfadillah, 2026).

Research methods

This study uses a qualitative approach with a case study design at MAN 1 Rokan Hulu. The study was conducted for 3 months involving 4 categories of informants: the principal, the vice-curriculum, the vice-student, and outstanding students. Data Collection Techniques: 1. In-depth Interviews: Conducted with 4 main informants to gather in-depth information about the management process of the madrasah principal 2. Documentation: Collecting documents related to planning, programs, and student achievement data Data Analysis: Using a model that includes Data Condensation, Data Presentation, Conclusion Drawing and Verification. Data validity is guaranteed through triangulation of sources and techniques.

Research result

Planning to Improve Student Achievement

The head of the madrasah carries out planning for developing student achievement through several systematic stages:

1. Reflection and Needs Analysis: The principal and teachers reflect on the school's condition and evaluate the causes of low achievement. Problems are identified through research and evaluation so that the program is designed to meet the school's actual needs.
2. Program Development Based on Vision and Mission: The results of the analysis are used as the basis for developing a program that refers to the vision of the madrasah: "Realizing a Madrasah that is Excellent in Research, Praised in Morals, Leading in Achievement, and Environmentally Aware."
3. Collection of Program Proposals: At the beginning of the school year, the Deputy Head of Curriculum and the Deputy Head of Student Affairs compile program requirements according to their respective fields, both academic and non-academic.
4. Setting Achievement Targets: Madrasahs set clear targets, such as the target of obtaining 100 medals each year in improving academic and non-academic achievements, as well as the target of entering the top 100 nationally in the National Center for National Development Planning.
5. Stakeholder Involvement: The madrasa committee is involved in discussing and approving program funding needs, as well as parents through the madrasa committee mechanism.

Organizing in Improving Student Achievement

The head of the madrasa forms a functional organizational structure through a clear division of tasks:

1. Division of Tasks According to Competence: The Deputy Head of Curriculum is responsible for developing academic achievements, while the Deputy Head of Student Affairs is responsible for non-academic achievements (sports, arts, extracurricular activities).
2. Appointment of Supervisor: Each activity has a supervisor appointed by a Decree (SK) based on



their expertise and competence.

3. Collaboration with External Supervisors: Madrasah collaborates with lecturers from universities (ITB, UGM, UI) as external supervisors for olympiads and academic competitions.
4. Routine Coaching: Coaching is conducted via Zoom twice a week, with 16 meetings per year for each Olympic field.

Implementation/Movement in Improving Student Achievement

The principal motivates and directs teachers and students through:

1. Exemplary Leadership: Applying the values of Siddiq, Amanah, Fathanah, and Tabligh in leadership.
2. Teacher Competency Mapping: Conducting Teacher Competency Assessments (AKG) to identify training and professional development needs.
3. Rewards: High-achieving teachers are awarded certificates and cash prizes on Teachers' Day. High-achieving students also receive awards and pocket money.
4. Intensive Mentoring: Students who participate in the competition receive intensive mentoring and are even quarantined before the competition so they can focus on preparing themselves.
5. Utilization of Technology: Madrasahs use the SIAP 1 and SIAP 2 applications to manage learning, assessment, discipline, and monitor teacher and student performance in real time.

Supervision in Improving Student Achievement

The head of the madrasa carries out continuous supervision through:

1. Routine Monitoring: Supervision is carried out on teachers, students, and program implementation through periodic supervision and evaluation.
2. Quarterly Report: Every quarter an evaluation is conducted to determine the level of program success and identify any obstacles encountered.
3. Digital Information Systems: Utilization of information systems for real-time monitoring of teacher performance and student achievement.
4. Corrective Action: If the target has not been achieved, corrective action is taken based on the evaluation results.

The Impact of Madrasah Principal Management on Improving Student Achievement

Data shows significant improvements in student achievement:

Championship Level	2023	2026	Improvement
National	120	377	214%
Province	12	15	25%
Regency	21	81	286%
Subdistrict	8	19	138%
TOTAL	161	492	206%

This increase in achievement reflects the effectiveness of the madrasah principal's management in implementing POAC functions in a systematic and coordinated manner.

Discussion

The findings of this study confirm that effective madrasah principal management is a determining factor in improving student achievement. The systematic implementation of POAC functions enables madrasah principals to:

1. **Creating a Clear Vision and Mission:**Careful planning provides clear direction for all members of the madrasah in working towards common goals.
2. **Optimizing Resources:**Effective organization ensures that each personnel works according to their competence and responsibilities.
3. **Building Motivation and Commitment:**Implementation supported by motivation, appreciation, and intensive mentoring creates high work enthusiasm.
4. **Ensuring Accountability:**Continuous monitoring ensures that each program runs according to plan and achieves the set targets.



The results of this study align with previous research findings, which showed that madrasah principal leadership significantly influences student achievement (Nurfadillah, 2026). Collaboration with external stakeholders, particularly universities, has also been shown to improve the quality of student development in facing academic competition.

Conclusion

This study concludes that the principal of MAN 1 Rokan Hulu has implemented effective management through the POAC functions in a systematic and coordinated manner. Thorough planning, clear organization, implementation supported by motivation and rewards, and ongoing supervision have resulted in a significant 206% increase in student achievement over a three-year period (2023-2026).

Practical Implications:

1. Madrasah principals need to continue to develop management skills through ongoing training and professional development.
2. Collaboration with external stakeholders, particularly universities, needs to be strengthened to improve the quality of student development.
3. The use of information technology in program monitoring and evaluation needs to be continuously improved.

Theoretical Implications: This study strengthens George R. Terry's POAC management theory in the context of Islamic education, showing that the systematic application of management functions is effective in improving student achievement.

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