



## Managerial Competency Transformation as the Key to Strategic Decision-Making in the Era of Dynamic Education

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### ABSTRACT

Significant changes in the world of education and the world of work due to globalization, advances in science and technology, and social dynamics require education leaders to have adaptive and strategic managerial competencies. Managerial competencies are no longer limited to technical administrative skills, but also include critical thinking skills, effective communication, visionary leadership, data-based decision making, and the ability to adapt to change. The world of education is currently in a phase of transition, marked by policy changes, curriculum development, the penetration of digital technology in the learning process, and demands for improved quality of education amid limited resources. These conditions require quick and accurate strategic decision-making from education leaders, ranging from school or madrasah principals to education institution managers and policy makers and decision makers. However, weak managerial capacity remains a major obstacle to responding effectively to change, resulting in slow transformation of educational institutions. The transformation of managerial competencies, particularly in the aspects of visionary leadership, human resource management, technology utilization, and strategic decision-making, is a major focus for the sustainability and competitiveness of educational institutions. This study uses a descriptive qualitative approach with library research methods to explore the concepts and practices of transforming managerial competencies in the world of education.

### 1. Introduction

Rapid changes in the world of education and work due to globalization, technological advances, and social dynamics require leaders and managers to have adaptive and strategic managerial competencies. Managerial competencies are not only related to technical abilities, but also include critical thinking, communication, decision-making, and leadership skills. In this era of uncertainty, the transformation of managerial competencies is essential for making effective strategic decisions that are relevant to the times. (Rizal et al., 2021) The transformation of managerial competencies is key to strategic decision-making in this dynamic era, as it enables organizations and educational institutions to adapt quickly and effectively to

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change. Strong managerial competencies such as adaptability, innovation, and decision-making enable organizations and educational institutions to seize new opportunities and overcome emerging challenges.

The world of education is currently undergoing a period of dynamic transition due to various global and domestic challenges. Constantly changing regulations and policies require leaders to have strong managerial competencies. Changes to the national curriculum, the penetration of digital technology into the teaching and learning process, and pressure to improve the quality of education amid limited resources demand quick and accurate strategic decisions from education policymakers. In this context, the managerial competencies of educational leaders, ranging from school principals and educational institution administrators to officials in the education department, are crucial.

Today, the world of education continues to transform with the implementation of the Merdeka Curriculum and now there are further refinements. Rapid changes in the world of education and work due to globalization, technological advances, and social dynamics require leaders and managers to have adaptive and strategic managerial competencies. Managerial competencies are not only related to technical abilities, but also include critical thinking, communication, decision-making, and leadership skills. In this era of uncertainty, the transformation of managerial competencies is essential for making effective decisions. The use of deep learning methods for public schools and the love and compassion curriculum for madrasahs or Islamic educational institutions, as well as technological disruption by digital learning platforms and disparities in education quality between regions, show that many strategic decisions are still ineffective due to weak managerial capacity. Many school/madrasah principals and education institution managers are still unable to integrate their educational vision with modern, adaptive, data-driven managerial skills. This has resulted in the slow transformation of educational institutions in responding to the needs of the times (Hallinger et al., 2022).

The transformation of managerial competencies, including visionary leadership, data-driven decision-making, human resource management, and the ability to adapt to technology, is a key prerequisite for making relevant and sustainable strategic decisions. Without improving these competencies, educational institutions risk falling behind and failing to produce graduates who are ready to face the challenges of globalization and technology. (NOR et al., 2024) Thus, this research is very important to examine and analyze how managerial competency transformation can be key in strategic decision-making in an ever-changing and uncertain educational environment. This research uses a descriptive qualitative approach with a library research method to explore the transformation of managerial competencies in the world of education. The qualitative approach was chosen because it allows for a deep understanding of complex and multidimensional phenomena such as managerial transformation in the context of education. The library research method was used to analyze and synthesize the latest literature on the research theme. Research data sources included journal articles, books, research reports, policy documents, and official publications from national and international educational organizations.

## **2. Methodology**

The research design used is qualitative, with a Library Research approach. Library Research is used to gain a deep, contextual, and comprehensive understanding of how the managerial competence of school principals can be a strategic key in education in this dynamic era. The Library Research approach was chosen because this study focuses on the analysis, critical review, and synthesis of various relevant academic literature sources, such as books, scientific journals, proceedings, research reports, education policy documents, and other authoritative sources. Through this approach, the researcher seeks to explore, interpret, and construct a deep understanding of the concepts of educational management, madrasah principal leadership, and global challenges that influence the dynamics of the world of education.

### 3. Results

#### 3.1 Transformation Managerial competence is key to influencing strategic decision-making.

Managerial competency transformation is defined as the process of changing and developing managerial skills, knowledge, and attitudes, as well as shifting from a conventional orientation to a more strategic, adaptive, digital, and innovative one, in line with the demands of changing times and the complexity of modern organizations.(Gonzalez-Varona et al., 2024).Competency transformation plays a critical role in each stage, so that an adaptive manager is better able to process data critically, communicate clearly, motivate the team for change, be able to use technology, and make strategic decisions for organizational development (Wahyuni et al., 2023). Strategic decisions are long-term, comprehensive decisions that influence the direction and goals of an organization. Strategic decision-making requires contextual understanding and the ability to analyse various alternatives using a systemic approach. In the current educational context, managerial competence plays an important role in strategic decision-making, especially by school or madrasah principals. This ability includes effective planning, organizing, implementing, and controlling to achieve optimal educational goals.(Syafarina et al., 2021). As mentioned in the background section, the world of education is currently undergoing a national curriculum transformation, with frequent changes to the curriculum. This means that managers have a very important role and responsibility, requiring strong managerial skills to respond to the current situation. Strategic decision-making requires careful consideration, measurement, direction, speed, and effect.(Zhahira et al., 2022)

School or madrasah principals with good managerial skills are able to formulate a school vision and mission that is relevant to community needs and technological developments. This planning involves SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis to determine the appropriate policy direction (Miswati et al.,2020). Strong managerial competencies enable leaders to make effective strategic decisions. Without good managerial skills, decision-making tends to be intuitive and lacks thorough analysis. Therefore, managerial competencies are an important foundation for strategic decision-making, especially in an era of uncertainty. This transformation of competencies is a must for leaders to be able to respond effectively to the dynamics of the times.(Syafarina et al., 2021).

#### 3.2 factors on strategic decision-making.

In the context of education, all of the factors interact to produce strategic decisions related to curriculum, school/madrasah policies, resource management, and the use of learning technology.

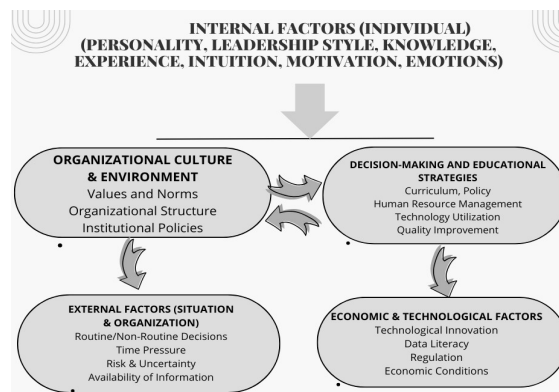


Fig. 1. Strategic Decision-Making

The figure illustrates about strategic decision-making as the centre, which is influenced by four main groups of factors, namely, first Internal Factors (Individual Managers/Leaders) These include personality, leadership style (authoritarian, transformational, participatory), experience, knowledge, intuition, motivation, emotional intelligence, as well as emotional state and mental fatigue (decision fatigue)(Ferliandre et al., 2021). Second, External Factors (Situation and Organization) Including the type of decision (routine and non-routine), time pressure, level of risk and uncertainty, and availability and quality of information. Third, Organizational Culture and Environment Values, norms, policies, organizational structure, and work climate that shape the boundaries and direction of decision making. And finally, Economic and Technological Factors Macroeconomic conditions, regulations, technological innovation, and leaders' ability to utilize technology and data as a basis for decision-making.(Hardianto et al., 2021).

In the ever-changing world of education, strategic decisions cannot be made carelessly. These decisions are greatly influenced by various interrelated aspects, both within and outside educational institutions. External factors such as changes in government policy, technological developments, labor market demands, and competition between institutions require educational institutions to continuously adjust their strategies in order to remain relevant and competitive. Meanwhile, internal factors such as resource availability, leadership style, and organizational culture determine an institution's ability to respond effectively to these changes.

In addition, the demands of stakeholders (parents, students, teachers) as well as demographic changes and emergency conditions (e.g., natural disasters) are also important factors that need to be considered in every decision. Therefore, strategic decisions in education must be adaptive, participatory, and long-term oriented, taking into account data, real needs in the field, and organizational values that support innovation and collaboration.(Jumawan et al., 2024)

### *3.3 Managerial Competency Development Strategy for Effective Decision Making*

Managerial competence will greatly determine the progress of an educational institution. If the principal has good managerial competence, he or she will be able to lead the organization to greater progress and achieve its vision and mission, thereby improving the quality of education.

One of the managerial competencies that a madrasah principal must possess is the ability to make appropriate, wise, and timely decisions with confidence, taking into account the principles of prudence, relevant information, alternative solutions, and their consequences. Behavioral indicators that support this competency include: Gathering and considering the information needed to find solutions. Analyzing problems in depth to find the right solutions. Comparing various alternative actions and their implications, and choosing the best solution by balancing the risks and successes of its implementation. Developing and deciding on concepts for solving complex problems, and anticipating the impact of decisions by preparing risk mitigation measures.(Panjaitan et al., 2024)

One effective strategy for managers in decision-making is to make data-driven decisions and conduct SWOT analysis to gain a deeper understanding of the situation. SWOT analysis covers strengths, weaknesses, opportunities, and threats to gain a comprehensive understanding of internal and external conditions before making decisions. Another thing that a manager needs to do is to take a collaborative approach to decision making. Involving various parties in the decision-making process can improve the quality of the decisions made. This approach includes: Encouraging team participation in discussions and evaluations to find solutions. Integrating diverse perspectives and suggestions to achieve a stronger consensus. Building an organizational culture that supports open communication and collaboration between departments.(Oktarina et al., 2019)

Developing Supporting Managerial Skills To support effective decision-making, it is important for managers to develop the following skills: Analytical Skills: Analyzing information in depth to understand problems and potential solutions. Effective Communication: Conveying information and decisions clearly to all relevant parties. Risk-Taking: Being willing to make decisions that may involve risk, but with careful planning. Adaptability: Adjusting strategies and decisions in response to changing circumstances and new information. (Kristiyanto et al., 2019)

Implementation of the Madrasah Principal Competency Development Strategy For example, the Ministry of Religious Affairs has created a self-development platform so that all civil servants in the Ministry of Religious Affairs can access it themselves and be much more effective. Since April 2023, the Ministry of Religious Affairs has been promoting the use of the PINTAR MOOC platform as a mass training medium for madrasah principals, supervisors, educators, and teaching staff.

Practical examples:

- Madrasah principals take online modules on data-based madrasah management.
- They take training on supervisory instruments and performance evaluation without having to attend face-to-face sessions, which saves money and increases reach.

### *3.4 The Transformation of Managerial Competence is Important in Facing the Dynamics of the World of Education*

The transformation of managerial competencies has become extremely important in facing the rapidly changing and complex dynamics of the world of education. Changes in curriculum, technological developments, globalization, and public demands for better quality education require policymakers and education leaders to adapt and respond effectively. Stagnant and outdated managerial competencies are no longer sufficient to address these challenges. (Aini et al., 2024) By transforming their competencies, education managers such as school or madrasah principals, supervisors, and other structural officials are expected to be able to develop and improve their leadership skills to bring about change, make data-driven decisions, communicate strategically, and manage change and innovation (Prasetya et al., 2025). These competencies are key to creating an adaptive, collaborative, and results-oriented learning environment and achieving the vision, mission, and goals that are to be achieved. (Aini et al., 2024)

Managerial competencies include strategic planning, data-driven decision making, transformational leadership, and adaptation to change. In the context of education, madrasah/school principals and other educational leaders must be able to integrate technology and utilize digital technology to improve administrative efficiency and learning quality. Building collaboration, establishing cooperation with various parties, including the industrial world, to ensure the relevance of the curriculum to the needs of the job market. Managing change, becoming agents of change who are able to lead transformation in the face of dynamic challenges in the modern world of education (Nargis et al., 2024).

The transformation of managerial competencies is not only important in decision-making and managing change, but also in promoting accountability and transparency in educational governance. In the context of education autonomy and decentralization, competent managers will be able to manage resources more effectively and efficiently, as well as build strong partnerships with various stakeholders (Herlina, 2025). Therefore, the transformation of managerial competencies is not only a necessity but also an inevitability to ensure that the world of education can develop and provide the best services for future generations.

Therefore, the development and adjustment of managerial skills for every leader of an educational institution requires changes and improvements in abilities, including skills in planning, organizing, leadership, and control, in order to meet the demands of the times. Transformed managerial skills have become a major factor in making effective and efficient strategic decisions. This enables them to face the current conditions in the world of education, which are characterized by rapid changes, such as

technological advances, curriculum changes, and the need for 21st-century skills, and to support strategic decision-making in the context of an ever-changing education system(Wibowo et al., 2021).

#### 4. Conclusions

Managerial competence is an important foundation in strategic decision-making, especially in an era of uncertainty. The transformation of this competence is a must so that leaders are able to respond effectively to the dynamics of the times. School principals with strong managerial competencies are able to formulate a vision and mission that are relevant to the needs of the community and technological developments. These competencies include effective planning, organizing, implementing, and controlling to achieve optimal educational goals. SWOT analysis (Strengths, Weaknesses, Opportunities, Threats) is often used to determine the right policy direction. Madrasah principals are required to develop managerial competencies that are adaptive to change. This includes the ability to formulate relevant visions and missions, data-based decision making, strategic communication, and the ability to manage change and innovation. These competencies are key to creating an adaptive, collaborative, and results-oriented learning environment.

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