

Implementation Of Strategic Management in Improving the Quality of Education at Maktuba Al-Majidiyah Islamic Boarding School

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Article history: Received: mei 17, 2024 | Revised: April 12, 2024 | Available

Online: Agustus 27, 2024

Abstrack

This article examines the improvement of the quality of education at Maktub Nubdzatul Bayan (Maktuba) Al-Majidiyah Islamic Boarding School through the formulation and implementation of effective strategies. This study aims to identify and analyze the strategies implemented by Maktuba Al-Majidiyah Islamic Boarding School in improving the quality of education, as well as evaluating the effectiveness of the implementation of these strategies. This research uses a qualitative approach with a phenomenological design. Data were collected through in-depth interviews, observation, and documentation analysis. Data analysis was conducted through three stages: data reduction, data display, and conclusion drawing. Data validity was tested through credibility, transferability, dependability, and confirmability. Results: Maktuba Al-Majidiyah Islamic Boarding School has formulated a strategy to improve the quality of education that includes developing a vision, mission, and values, as well as analyzing the internal and external environment. This strategy includes long and short-term programs that are carried out through accelerated methods and the development of santri skills. Strategy implementation is supported by adequate budget allocations and training programs to improve the professionalism of the asatidz. Strategy evaluation is carried out thoroughly and continuously, with weekly, bi-weekly, monthly, and annual evaluations. This study makes an important contribution in understanding the formulation and implementation of strategies to improve the quality of education in pesantren. The findings show that a good and directed strategic approach is able to improve the quality of education effectively and efficiently, as well as meet the community's expectations of quality education.

Keywords: Quality of Education; Islamic Boarding School; Maktub Nubdzatul Bayan

INTRODUCTION

In recent decades, efforts to improve the quality of human resources that are competitive at the global level have become the main focus of education in Indonesia. As one of the main pillars in the national education system, pesantren play an important role especially in shaping the character, morals, and intellectuals of the younger generation. In recent decades, pesantren not only function as religious education institutions, but also as institutions that educate and foster the nation's next generation in various aspects of life, including social, cultural, and economic (Gómez & Valdés, 2019).

However, many pesantren still face challenges in their efforts to improve the quality of education. These challenges are often related to efficiency and effectiveness in the management of educational resources. Maktuba Al-Majidiyah Islamic boarding school seeks to overcome these challenges through the implementation of planned and structured strategic management. According to Hunger & Thomas, (2003), Strategic management is a way to manage resources to develop a competitive advantage and help create future success. To achieve effective and efficient goals, a pattern is needed that includes both planned strategies and strategies that the organization did not originally intend to implement. (Abin, 2017). This is done with the aim of improving the quality of education provided to students, as well as ensuring that pesantren can adapt to the changing dynamics of an increasingly complex and dynamic educational environment (Alifah, Maarif, & Sumertajaya, 2022).

As with pesantren in general, although Maktuba Al-Majidiyah has demonstrated a strong commitment to implementing strategic management, there are various specific problems that hinder the achievement of educational goals. According to Qori, (2019) dan Rasidi, (2022), One of the main problems faced is the lack of deep understanding among managers regarding the concepts and practices of effective strategic management in the context of pesantren. This difficulty is coupled with limited resources, both in terms of teaching staff who have competence in the field of management, as well as in terms of supporting infrastructure needed for the implementation of a comprehensive strategy. (Rokimin, Ubaedullah, Idham, & Rusdiana, 2022).

In addition, there are still challenges in terms of coordination and communication between sections within the pesantren, which often results in a mismatch between strategic planning and its implementation in the field. This problem has a direct impact on the quality of education received by students, where the expected learning objectives are not fully achieved. (Kamila, Rahman, & Herman, 2022). This research focuses on identifying and

analyzing these problems, with the aim of finding solutions that can improve the effectiveness of strategic management implementation at Maktuba Al-Majidiyah, so as to improve the overall quality of education.

This study aims to explore and analyze the implementation of strategic management in an effort to improve the quality of education in Maktuba Al-Majidiyah Islamic boarding school. Specifically, this study aims to identify the key factors that influence the successful implementation of strategic management in the pesantren environment. Through in-depth analysis, this research is expected to contribute to creating more effective and efficient management strategies at Maktuba Al-Majidiyah. Thus, the ultimate goal of this research is to create a strategic model that is not only relevant for Maktuba Al-Majidiyah, but can also be adapted by other pesantren that face similar challenges in an effort to improve the quality of education they offer.

In a review of the literature related to strategic management in educational institutions, there are various studies that have thoroughly explored the application of strategic management including Azhar, Subaedah, & Asykur, (2024) Their research focuses on strategic planning and leadership collaboration. Research Pradana & Arijanto, (2024) This research focuses on human resource management. While the research Simarmata, (2024) It focuses on communication management and leadership. Research (Berle, 2006) Emphasizes a motivating learning environment. research Mubarak, Ramadhan, & Sulistiani, (2024) menelaah rencana strategis kelembagaan.

Some of the above studies illustrate that there is no research that specifically examines strategic management implemented effectively in pesantren by considering the inherent cultural, social, and religious context. This research aims to fill the gap by offering an in-depth empirical analysis of the implementation of strategic management in Maktuba Al-Majidiyah, which is expected to provide new insights and enrich the existing literature. Thus, this research will not only fill the gap in the literature, but also make a relevant and applicable contribution to the development of strategic management in pesantren.

The findings of this study are expected to offer a new approach in the implementation of strategic management in pesantren, which has not been widely discussed in the previous literature. By carrying out an innovative methodology, this research is expected to provide significant new insights in the field of Islamic education management. This innovation includes the use of modern management techniques adapted to the context of pesantren, as

well as the development of strategic management models that can be adapted by other Islamic educational institutions.

In addition, this research contributes to the development of strategic management theory in the context of Islamic education, which is still minimal in the current literature. In the applicative context, the results of this study can provide concrete recommendations for pesantren managers in improving the quality of education through the implementation of effective strategic management. Thus, this research not only enriches the academic treasure, but also provides direct benefits for educational practitioners.

This research is expected to contribute to the development of better Islamic education policies. The results of this study can be the basis for policy makers in formulating strategies to improve the quality of education in pesantren. In addition, this research is also expected to encourage pesantren to be more adaptive to changes and innovations in education management, so as to create a superior and competitive learning environment. Thus, this research has the potential to have a sustainable positive impact on the development of Islamic education in Indonesia.

RESEARCH METHODOLOGY

In this study, researchers used a qualitative research approach with a phenomenological design. This research takes place naturally, in normal situations that are not manipulated, and emphasizes natural descriptions. (Kahija, 2020) The data sources of this research include human and non-human taken by purposive sample. The researcher used three main data collection techniques: in-depth interviews, observation, and documentation analysis (Sugiyono, 2019).

Data analysis was conducted through three stages: data reduction, data display, and conclusion drawing. Data reduction involves simplifying and selecting relevant data. Data display is the process of organizing data so that it is easy to analyze. Conclusions were drawn by describing patterns, relationships, and key findings to achieve the research objectives. (Farid, 2018). Data validity was tested through credibility, transferability, dependability, and confirmability. Credibility was tested with extended observation, deepened observation, triangulation, and negative case analysis. Transferability was assessed based on the clarity and detail of the research report. Dependability was tested by auditing the research process, and confirmability was done by linking the results of the research to the process undertaken. (Dawud, 2019).

RESULTS & DISCUSSION

Implementation of Strategic Management in Improving the Quality of Education in Islamic Boarding Schools

Law No. 20 of 2003 concerning the National Education System states that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation and state (Lestari & Maunah, 2022).

Based on the statement of educational objectives above, to achieve a good and quality education as stated in the Law on the National Education System (UUSPN), an effort is needed to improve the quality and quality of education, one of which is the application of strategic management, in this case being a tool that acts as an accelerator and dynamizer so that goals can be achieved effectively and efficiently (Wartoyo, 2022). The fundamental reason is that the concept of Strategic management offers educational institutions to provide better and more adequate education for students. This concept emphasizes the efforts of an institution in identifying what they want to achieve, and how they should achieve valuable results.

Strategic management is a way to manage resources to develop competitive advantage and help create future success. Sondang P. Siagaan defines strategic as a series of fundamental decisions and actions made by top management and implemented by all levels of an organization in order to achieve the organization's goals.

Likewise with Islamic Boarding Schools, it will function optimally if supported by the Strategic Management System needed in efforts to improve the quality of education. This is a big responsibility and task for Islamic boarding schools to be able to meet the needs and desires of the community towards education. as the oldest Islamic educational institution in Indonesia.

Pondok Pesantren Maktab Nubdzatul Bayan (Maktuba) Al-Majidiyah is one of the boarding school educational institutions established since 2007, which implements strategic management as an effort to improve the quality of education, which includes 3 important principles, namely strategy formulation, strategy implementation, evaluation.

Strategy formulation for improving the quality of education at Maktab Nubdzatul Bayan (Maktuba) Al-Majidiyah Islamic Boarding School

Strategy formulation in education is very important because it helps educational institutions become more directed and focused on their goals. Strategy formulation includes the development of vision, mission, and values, as well as an analysis of the internal and external environment to determine the strengths, weaknesses, opportunities, and threats faced by the organization. It involves determining the mission and goals, developing strategies, and setting policy guidelines.

Strategy formulation is the process of developing a long-term plan to effectively manage environmental opportunities and threats, taking into account the strengths and weaknesses of the organization. It includes defining the mission, setting goals, developing strategies and establishing policy guidelines. A well-formulated strategy enables educational institutions to achieve their educational goals more effectively and efficiently.

Based on the results of interviews with several key informants at Maktab Nubdzatul Bayan (Maktuba) Al-Majidiyah Islamic Boarding School and direct observation in the field, it was found that this Islamic boarding school has formulated a strategy to improve the quality of education well, clearly, and purposefully. This strategy includes long-term and short-term programs as guidelines in achieving educational goals and improving the quality of education. The strategy formulation in this boarding school involves formulating a vision, mission, goals, and strategies to achieve the vision and mission, equipped with policies as a guide in decision making.

Ngalm Purwanto, as quoted by Muwahid Shulhan and Soim, stated that planning is an absolute requirement for every administrative activity. Without planning, the implementation of activities will experience difficulties and even failure in achieving the desired goals.

One of the strategies implemented at Maktab Nubdzatul Bayan (Maktuba) Al-Majidiyah Islamic Boarding School is an accelerated program in its education system. Every new school year, especially in the month of Ramadan, the Education Division of this boarding school prepares an educational calendar along with the target achievement time as a reference for the work agenda. These programs include:

1. Annual Program: Graduation of students from Nubdzah and Takhossus levels.
2. Monthly Program: Conducting level tests, manual meetings, awarding the fastest students to advance in volume.

3. Half-monthly program: Implementation of I'lan Andzimah and Amsilah, motivation of students.
4. Weekly Program: Mass demonstrations, evaluation meetings per volume, reports on student graduation and derivatives, motivation for problem students, recap of achievement cards, student attendance, and supervisors/asatidz.

The formulation of strategies at Maktab Nubdzatul Bayan (Maktuba) Al-Majidiyah Islamic Boarding School shows that good and directed planning is very important to improve the quality of education. By implementing structured strategic programs, this boarding school can achieve its educational goals effectively and efficiently, and meet the needs and expectations of the community for quality education.

Strategy Implementation for Improving the Quality of Education at the Al-Majidiyah Maktab Nubdzatul Bayan (Maktuba) Boarding School

Strategy implementation in education is an important step that aims to transform strategic goals into real action through the implementation of pre-planned programs (Benade & Jackson, 2018). No matter how great a strategy is, without effective implementation, it will not produce the desired results.

According to (Wheelen, n.d.), strategy implementation requires programs, budgets, and procedures to realize organizational goals. A program is a statement of activities or steps needed to complete a one-time planning. A budget is a program expressed in units of money, which is used for planning and control. While procedures are a system of sequential steps or techniques that describe in detail how a task or job is completed.

Based on the results of interviews with several informants, the implementation of strategies at Maktab Nubdzatul Bayan (Maktuba) Al-Majidiyah Islamic Boarding School is carried out through several structured programs. This boarding school applies an accelerated method in its education system, with a target time determined according to each level. There are three levels of education in this boarding school:

1. *At-Tanzil* level: Focus on accelerated reading and writing of the Qur'an
2. *Nubdzah* level: Focus on accelerated reading of the yellow/gundul scriptures.
3. *Takbassus* Level: A continuation of the previous level, focusing on the study of turath books and various disciplines in understanding the Qur'an and Hadith.

In addition, Pondok Pesantren Maktuba Al-Majidiyah also holds a skills development program by forming special institutions such as LPBA (Foreign Language Development

Institute), PemBakMin (Talent and Interest Development), and Thiqoh as a deliberation institution. Other programs implemented include:

1. Asatidz Training and Debriefing: To improve the professionalism of the asatidz (teachers).
2. Improving the Conduciveness of KBM (Teaching and Learning Activities): To create an optimal learning environment.
3. Controlling and Monitoring: Supervise and evaluate the implementation of the planned program.
4. Guidance and Counseling: Provide support to students and guidance counselors who have problems, such as those who are often absent or slow.

The realization of all these programs requires an adequate budget. Maktab Nubdzatul Bayan (Maktuba) Al-Majidiyah Islamic Boarding School allocates an adequate education budget through shahriyah donations from students of IDR 425,000 each month. This budget is used to support various programs that have been planned, ensuring that all activities run according to the objectives.

The implementation of strategies at Maktab Nubdzatul Bayan (Maktuba) Al-Majidiyah Islamic Boarding School includes various programs designed to improve the quality of education. With accelerated methods, skill development programs, asatidz training, and strict control and monitoring, this boarding school seeks to achieve its educational goals effectively. A well-managed budget is also an important factor in supporting the implementation of these strategies, ensuring all programs run smoothly and deliver the desired results.

Strategy Evaluation of Improving the Quality of Education at the Al-Majidiyah Maktab Nubdzatul Bayan (Maktuba) Boarding School

Strategy evaluation is the final stage in the strategic management process. This evaluation is very important because the current success of the organization does not guarantee future success. Evaluation is the process of making judgments that will be used as a basis for planning, including the application of objectives, gathering evidence regarding the measured growth or weakness of predetermined goals. According to TR Morrison, there are three important factors in the concept of evaluation: judgment, description of the object of assessment, and defensible criteria.

Evaluation is the process by which company activities and performance outcomes are monitored, and actual performance is compared with desired performance. There are two main types of evaluation: performance evaluation and outcome/feedback evaluation (Wu, Lin, & Chang, 2011). Performance is the activity or activities performed in an institution or organization to realize the organization's mission. Feedback is a tangible form of monitoring the factors that determine the achievement of strategic results, with the aim of observing the entire strategic management process.

Maktab Nubdzatul Bayan (Maktuba) Al-Majidiyah Islamic Boarding School conducts a comprehensive evaluation ranging from performance to the results obtained. Evaluations are carried out in various fields, including the Education Field, Ubudiyah Field, Talent and Interest Field, and other fields. The evaluation also includes an assessment of students in terms of knowledge, skills and behavior. The evaluation results are then compared with the desired targets.

Performance evaluation at Pondok Pesantren Maktuba involves monitoring and comparing actual performance with expected performance. This evaluation activity includes:

1. Program Evaluation: Assessing the effectiveness of the educational programs that have been implemented.
2. Field Evaluation: Measuring the performance of each field, such as the Education Field, Ubudiyah Field, and Talent and Interest Field.

Evaluation of results or feedback is carried out through written and oral tests to students who are ready to be tested for their ability to master the material that has been learned. This evaluation process is carried out in stages every week, half a month, one month, up to one year (Gálvez Suarez & Milla Toro, 2018). In this way, the Education Division can find out how much results or feedback is obtained from the implementation of the program that has been carried out. The test results are then reviewed in depth and compared with the educational achievement targets to improve and improve the program.

Maktab Nubdzatul Bayan (Maktuba) Al-Majidiyah Islamic Boarding School applies four types of evaluation which are carried out gradually and continuously:

1. Weekly Evaluation: Monitor students' performance and learning outcomes weekly to provide quick feedback and make immediate adjustments.
2. Bi-Weekly Evaluation: Evaluate more detailed progress every two weeks to assess emerging trends and patterns.

3. Monthly Evaluation: Conduct a thorough review every month to identify the strengths and weaknesses of the education program.
4. Annual Evaluation: Compile a comprehensive report each year to assess long-term success and plan future strategies.

Strategy evaluation at Maktab Nubdzatul Bayan (Maktuba) Al-Majidiyah Islamic Boarding School is a systematic and continuous process. This evaluation ensures that the performance and results achieved are in accordance with the goals that have been set. By conducting weekly, bi-weekly, monthly, and annual evaluations, the boarding school is able to effectively monitor and improve the quality of education. This comprehensive evaluation allows the boarding school to continuously adapt and improve strategies to achieve sustainable success.

CONCLUSION

The findings of this study indicate that Maktab Nubdzatul Bayan (Maktuba) Al-Majidiyah Islamic Boarding School has successfully implemented a comprehensive and contextually grounded strategic management approach to improve the quality of its education. Through the systematic formulation of its vision, mission, and core values, combined with rigorous internal and external environmental analysis, the school has identified its institutional strengths and challenges and developed short- and long-term strategies accordingly. Implementing these strategies—supported by structured budgeting, continuous capacity building for teaching staff (*asatidz*), and institutionalized evaluation mechanisms has improved educational performance and alignment with stakeholder expectations.

Theoretically, this study extends the discourse on strategic management in faith-based educational institutions by highlighting how Islamic boarding schools can operationalize modern educational leadership principles without compromising their traditional religious frameworks. It provides a practical model for integrating organizational planning, resource allocation, and performance monitoring within a culturally and spiritually rooted educational setting.

Practically, the results offer replicable insights for pesantren leaders and education policymakers. Institutions seeking to enhance their educational quality can adopt similar approaches by anchoring strategic planning in their institutional identity, investing in human resource development, and institutionalizing regular evaluations. The model presented in this

case is a valuable reference for other pesantren that aim to balance religious authenticity with organizational effectiveness.

However, this study is limited by its single-case design and qualitative methodology, which may constrain the generalizability of its findings. Future research should employ comparative case studies, or mixed-methods approaches to examine strategic practices across a broader range of Islamic educational institutions. Further investigation into how these strategies affect student outcomes particularly in academic achievement, character development, and leadership capacity would also enhance the understanding of strategic impact in pesantren education.

In conclusion, this study reinforces the importance of strategic management in Islamic educational settings. It illustrates how pesantren can evolve into dynamic, accountable, and forward-looking institutions while remaining true to their foundational religious mission.

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