Implementation of Strategic Management in Islamic Boarding Schools: Analysis of Constraints and Solutions for Improving Education Quality

Dedi Junaedi[1], Elly Zumailah[2], Titin Sa'diah[3], Uus Ruswandi[4], Sahliah Sahliah[5], Bambang Samsul Arifin[6]

[15]IKIP Siliwangi Bandung, Indonesia
[2346]UIN sunan Gunung Djati Bandung, Indonesia
Coresfondence: dedijunaedi585@gmail.com

Abstract: Strategic management plays an important role in improving the quality of education. The purpose of this research is to find out, examine, analyze, and understand in depth about the implementation of management functions in Islamic boarding schools, factors inhibiting the implementation of management functions in Islamic boarding schools, and solutions to obstacles to the implementation of management functions in realizing the goals of Islamic boarding schools Nurul Huda and At-Thariq Garut. This study uses a qualitative approach with a descriptive-holistic method and case study analysis to analyze the use of supporting tools for management practices. Based on the research results, Pondok Pesantren Nurul Huda and Pondok Pesantren At-Thariq Garut have implemented strategic management, which includes planning, directing, supervising, and evaluating, involving all divisions to achieve educational goals. However, obstacles, such as a lack of synergy, discipline, understanding of tasks, and conflict of orders, still hinder the optimal implementation of strategies. In conclusion, to achieve better results, pesantrens need to improve the analysis of HR needs, strengthen the discipline system, and conduct consistent evaluations. A collaborative and holistic approach in strategic management will help pesantrens achieve their vision, mission, and expected education quality.

Keywords: *Strategic Management, Quality Improvement, Islamic Boarding School*

Introduction

Pesantren is an Indonesian Islamic educational institution that aims to explore Islamic religious knowledge and practice it as a guide to daily life (*tafaqquh fi al-din*) by emphasizing the importance of morals in social life (Daulay, 2001). Pesantren is a unique educational model owned by Indonesia. One of the advantages of pesantrens lies in their ability to create a universal and equitable attitude toward life for all students. Thus, santri becomes more independent and does not depend on certain individuals or community institutions (Wahid, 1999). In addition, pesantrens cannot be separated from society (Anwar & Rosyad, 2021).

Dhofier (1994) categorized pesantren into two variants based on his study of pesantren inclusiveness in social change. The first variant is called the Salafiah pesantren, which maintains the tradition of teaching Islamic classics (*turats*) as the main focus of education. The class system (madrasah) is used to support the Sorogan teaching system practiced in these traditional Islamic learning institutions, without providing general education. Meanwhile, the second variant is khalafiyah pesantren, which has adopted the classical system (madrasah) and integrated with formal education in public schools.

The typological classification of pesantrens is divided into three categories: traditional (*salaf* or *salafiyah*), modern, and comprehensive-integrated (Ishaq, 2018). In fact, in its development, the typology of pesantrens was based on the ideological constructionism of kiai and their followers, such as research (Bruinessen, 1999; Bubalo & Fealy, 2007; Hasan, 2022; Hefner & Zaman, 2010), which concluded that there were new variants of salafi and scriptualist pesantrens in Indonesia.

The ability of pesantrens to continue to exist and be recognized as part of the national education system is inseparable from the development of the education management system that has been carried out so far. According to Prasodjo et al. (1975), the success of an educational system, including Islamic boarding schools, is determined by the level of public interest in these educational institutions. An education system is considered successful in facing the challenges of the times if it can respond to the needs of students and develop their abilities according to individual tendencies, follow the development of science and technology, and meet the needs of national development (Masruri, Ali, & Rosadi, 2021; Suherman & Cipta, 2024).

Changes in the pattern and system of education in pesantrens are a response to the modernization of Islamic education and socio-economic changes in society. Azra (1999) suggested four forms of pesantren responses to the modernization of Islamic education: *First*, the renewal of the substance or content of pesantren education by including general and vocational subjects. *The second* is methodological reforms, such as the use of classical systems and grading in teaching. *Third*, institutional renewal, such as changes in pesantren leadership and the diversification of educational institutions. *Fourth*, the renewal of educational functions should also include socio-economic functions.

By making these changes, pesantrens try to keep up with the times and fulfil educational needs and socio-economic demands in society. Pesantren cannot be separated from the role of kiai as the central figure in reform. In addition to the leadership role of kiai, the development of Islamic boarding schools is influenced by the application of management functions. Management is a series of planned activities to achieve organizational goals by utilizing available resources effectively and efficiently. Kaplan and Owings (2015) state that management is a process or framework that involves guiding or directing a group of people towards organizational goals or real objectives. Management is an activity, the implementation of which is called a manager.

Koontz and O'Donnell (1970) define educational management as the process of planning, organizing, mobilizing, and controlling organizational resources (including human, financial, and material) to achieve predetermined educational goals. Planning involves making decisions and setting educational goals to be achieved, while organizing involves arranging and managing organizational resources (human, financial, and material) so that they can be used effectively in achieving the set educational goals. Mobilizing involves the process of motivating and mobilizing organizational resources to work effectively and efficiently, while controlling involves monitoring and evaluating the process and results of education management activities to ensure that the set educational goals are achieved.

Strategic management, according to Hunger and Wheelen (2003), is a series of managerial decisions and actions that determine the long-term performance of an organization or company. Strategic management involves environmental analysis or

observation (both external and internal), strategy formulation (strategic or long-term planning), strategy implementation, evaluation, and control. One of the hallmarks of strategic management is the emphasis on strategic decision-making. Meanwhile, according to David & David (2016), there are three stages in the strategic management process: the formulating process, *implementation*, and strategic assessment (*evaluation*).

Strategic management in the Islamic Education Foundation includes several important aspects. *First*, strategic planning involves the establishment of an organizational structure and job descriptions by the school principal. *Second*, the character education program is formulated and explained in the Academic Handbook or Learning Guidelines. *Third*, character education is implemented by presenting character values through the spirit of prayer, brotherhood, and service. *Fourth*, periodic evaluations were conducted to measure the extent of character education achievements, while monitoring was conducted throughout the character education process (Dasrimin, Imron, & Supriyanto, 2019).

Competition in education is almost the same as business competition. From the perspective of the Islamic Education Foundation, the main issue in competition is how to create a market and obtain many prospective students for its school and santri for its Pondok Pesantren. Thus, every Islamic Education Foundation must achieve the top rank in competition. Strategic planning is an important first step in the context of the Islamic Education Foundation's strategic management. The establishment of an organizational structure and job description by the principal helps in developing a clear strategic plan. In this case, the principal plays a key role in directing character education efforts within the foundation.

Quality has varied definitions from both conventional and strategic perspectives. Conventional definitions of quality often include direct product characteristics, such as performance, reliability, ease of use, and aesthetics. Meanwhile, the strategic definition of quality is the ability of a product or service to fulfil customer wants or needs. According to Gaspersz (2001), quality is defined as the totality of the characteristics of a product that support its ability to satisfy specified needs. Meanwhile, according to Sallis (2002), quality improvement is becoming increasingly important for institutions because it allows them to gain better control through their own internal efforts. Educational institutions must demonstrate their ability to provide quality education to learners. Quality distinguishes between good and bad, so quality in education is the determining factor between success and failure. Quality is also the main issue that ensures the development of schools and achieves a good position in the midst of competition in the increasingly competitive world of education.

Sallis's statement can be related to the quality of education. As mentioned earlier, improving the quality of education is an important goal for every educational institution. However, the concept of education quality is often complex and difficult to clearly define. Different opinions arise in understanding and measuring the quality of education effectively (Fachrudin 2021).

Quality improvement in education is a process carried out to improve the quality of learning. To achieve this success, every institution or educational institution needs to carry out a systematic and continuous improvement process to improve quality. This approach involves continuous efforts to identify and address weaknesses, optimize processes, and improve efficiency and satisfaction. By making continuous improvements, the main goal is

to improve the overall quality and achieve a better level of excellence (I. Suryatini, E. Mulyasa, S. Yusuf, 2019). Meanwhile, quality improvement management of Islamic education in schools is a systematic effort to improve the quality of Islamic education with a focus on customer satisfaction (learners, parents, and communities). This involves the involvement of all components in the school, producing quality graduates, and the commitment of all parties in the school to achieve this goal. Improvement efforts are being carried out continuously and sustainably (Kuntoro, 2019).

To achieve the goal of developing the quality of pesantren education institutions, a solid management concept is needed. Some relevant management functions according to George R. Terry (2006) divide the basic functions of management into four functions, namely *planning* , *organising* , *actuating* and *controlling* . Thus, every Islamic education institution is required to compile, implement, monitor, and evaluate the plan of an Islamic education activity in the future. The four functions are interrelated, so if implemented properly, it can be ascertained that the Islamic education institution will be able to achieve the expected target. Islamic education should be managed as much as possible. Islamic education management is one way to improve the quality of life of people from backwardness, both morally, materially, and spiritually. In essence, management cannot be separated from pesantren as an educational institution because management will help pesantren achieve previously planned goals effectively and efficiently.

Literature Review

Several research results apply quality improvement management in pesantrens, such as Fachrudin's research (2021), which emphasizes that pesantren-based school management aims to optimize the utilization and empowerment of all existing resources in schools and pesantrens to achieve goals effectively and efficiently, with reference to national education standards. Efforts to develop formal schools by pesantrens are carried out using a professional approach. They try to fulfil the requirements of national education standards while maintaining the Islamic aspects of the curriculum. Education is not limited to the formal classroom, but is also conducted within the pesantren environment. Thus, fostering academic and non-academic achievements can be achieved optimally.

Kuntoro (2019) further concluded that good planning and decision-making are necessary in formulating a clear and achievable vision, mission, goals, and curriculum. Effective organization with a clear organizational structure from the foundation, pesantren leaders, schools, teacher staff, education personnel, and school committees. Clear leadership and avoiding *double* positions or *double* functions. This is important for more efficient control. Implementation of periodic control or control: The goal is not only to find mistakes or shortcomings, but also to improve and increase goodness in the future.

Another perspective, in Mubarok's research (2019), emphasizes the importance of Islamic education institutions needing to focus on improving the quality of education, starting from the Diniyah Madrasah level to Islamic higher education. Islamic education institutions' management must focus on efforts to improve quality through quality planning, quality control, and overall quality improvement. To achieve this, it is necessary to evaluate important aspects such as the Islamic education curriculum, subject matter, learning models and methods, the quality of educators and education personnel, leadership, and the provision of adequate facilities and infrastructure. By reviewing and

improving these aspects, it is expected that Islamic education institutions can experience quality improvement and achieve established national education standards.

Nurul Huda Garut Islamic boarding school and At-Thaariq Islamic boarding school are institutions that are the center of excellence for Islamic education in Garut Regency, especially in the study of the yellow book and the religious activities of the students. Both boarding schools are currently trying to implement the management function to improve the quality of the boarding school. Based on the author's observation in the initial observation on November 1, 2024, at the boarding school that Nurul Huda Garut boarding school and At-Thaariq boarding school is an institution with many learning activities, it can be seen from the Islamic education taught such as memorizing the Quran, *tahsin* Al-Qur'an, muhadhoroh, nahwu shorof, fiqh, and yellowclassical books. Nurul Huda Garut Islamic Boarding School and At-Thaariq Islamic Boarding School organized the study of the yellowclassical books of the students. It is not enough to have achievements, but they must also have morals because morals are important as a controller for them to be more civilized and ethical in community life. However, the obstacle is that with the many activities and learning activities in the hut, there are sometimes students who are negligent in the rote deposit activity, which has become an obligation for every student.

This study will provide a different emphasis and perspective regarding the implementation of strategic management in pesantrens. It is intended to make a new contribute to the understanding and practice of developing the quality of education in a pesantren environment. This study may explore new approaches, innovative strategies, or best practices that can be applied in the context of pesantrens. The purpose of this study is to identify key factors that affect the quality of education in pesantrens, the development of more effective and relevant quality management models, and research on the successful implementation of quality management in pesantrens. The study may also involve empirical research or the development of a new conceptual framework to understand and improve the quality of education in pesantrens.

With the proposed new approaches and perspectives, this study is expected to provide new insights for pesantren and Islamic education practitioners in their efforts to improve the quality of their education. The results of this study are expected to provide practical and relevant recommendations that can be implemented by pesantrens to improve the quality of education and achieve better educational goals. This study focuses on the objectives to be achieved from this study are to know, examine, analyse, and understand in depth about: (1) the implementation of management functions in Islamic boarding schools; (2) factors inhibiting the implementation of management functions in Islamic boarding schools; (3) solutions to the obstacles to the implementation of management functions in realising the goals of Nurul Huda Islamic boarding school and At-Thaariq Garut Islamic boarding

Methods

This research aims to examine the implementation of the strategic management of Pesantren Nurul Huda and Pesantren At-Thaariq Garut. \ The qualitative approach was chosen because researchers wanted to get a complete picture of the phenomenon under study, taking into account practical reasons and moral considerations.

This study was conducted from October to November 2024. The data sources used included documents, recordings, archives, interview results, direct observation, participant

observation, and physical devices such as videos and images. The data used consisted of primary and secondary data. Primary data include information about the practice and construction of quality management in Pesantren Nurul Huda and Pesantren At-Thaariq Garut, as well as the relationship and influence of strategic management practices on the application of quality management concepts. Secondary data include supporting data that helps understand and analyze the phenomenon under study (Creswell, 2014; Flick, 2009).

The data collection of this research was done selectively, and only data relevant to the research were collected. The data collection methods used included documentation, observation, and interviews (Flick, 2009). The researcher tried to explore the information needed to understand the implementation of quality management in Pesantren Nurul Huda and Pesantren At-Thaariq Garut through these methods.

Results and Discussion

In summary, based on the results of documentation studies, observations, and conversations with several preachers who were interviewed, these findings can be presented as-follows:

Implementation of Strategic Management Functions

In the context of strategic management in Pesantren Nurul Huda and Pesantren At-Thaariq Garut, as is usual in the management of a pesantren educational institution, various forms of management functions are carried out. These management functions include planning, directing, supervising and controlling, leadership, labor management, and performance evaluation or assessment. These functions are carried out by various divisions and work structures ranging from leadership, human resources and organizational departments, finance, and public relations to special divisions related to institutional and educational quality assurance.

Based on the interviews, the management of Nurul Huda Islamic boarding school explained that planning in the pesantren is done collaboratively, involving all elements of the pesantren, from the leadership to the education department. 'We develop a vision, mission, and achievement targets every year. Our focus is not only on academic results, but also on fostering the character of students and the pesantren's contribution to the surrounding community. As for the At-Thaariq Islamic boarding school, the planning is prepared by involving a strategic management team that focuses on internal improvement and improving the quality of education. 'We always formulate clear goals in the short and long term,' said At-Thaariq administrators. According to them, good planning helps the pesantren achieve its targets effectively, while maintaining its values as a center for religious and character education.

For example, the planning function can be seen in how Pesantren Nurul Huda and Pesantren At-Thaariq Garut formulated their vision, mission, goals, and objectives to be achieved within a certain period of time. This function in practice involves all elements and departments that have been structurally and functionally divided in relation to the implementation of education in Pesantren Nurul Huda and Pesantren At-Thaariq Garut. In the context of pesantren institutions, this planning function is not only focused on how the institution can achieve a certain economic value but also how it can fulfil its obligations as a public institution.

Based on the results of interviews with the administrators of Pondok Pesantren Nurul Huda and Pondok Pesantren At-Thaariq Garut, the application of strategic management functions in these two pesantrens can be seen in several important aspects. Both recognize the importance of careful planning, environmental analysis, and effective implementation to achieve long-term goals. The administrator at Nurul Huda boarding school stated, 'We try to formulate a clear vision and mission, and involve all elements of the pesantren in planning our long-term goals.' Meanwhile, the administrator at At-Thaariq boarding school mentioned, 'Strategic planning here is very concerned, especially in mapping the educational needs of students and maintaining the relevance of pesantren in the midst of the times.'

Based on Hunger and Wheelen's (2003) Strategic Management Theory, which emphasizes internal and external environmental analysis and strategic planning, both pesantrens have shown an understanding of the importance of these strategic steps. In Pondok Pesantren Nurul Huda, for example, environmental analyses are conducted regularly to understand internal strengths and weaknesses, as well as external opportunities and threats. According to one of the administrators, 'We need to understand what our strengths are, such as the support of the surrounding community, while being aware of external challenges such as changes in education policy.' This shows the application of the first step in strategic management: environmental analysis. This step is in line with Hunger and Wheelen's theory, which states that understanding the internal and external environment is key in strategic management. Thus, Pondok Pesantren Nurul Huda and At-Thaariq started this process. However, challenges such as limited resources and infrastructure are still faced by both pesantrens, which, according to them, need to be overcome by strengthening internal synergy and improving the management skills of administrators.

Strategy formulation and implementation In terms of strategy formulation, both pesantrens apply a participatory approach by involving all components of the institution, both in terms of administrators, teaching staff, and administrative staff. The administrator at At-Thaariq boarding school said, 'We always hold regular meetings to determine strategic steps and ensure that all parties understand the long-term vision of the pesantren.' This shows that long-term planning or strategic planning has been carried out by involving various elements, which is in line with Hunger and Wheelen's (2003) view that strategic management includes strategy formulation and implementation.

Strategy implementation in both pesantrens also involves the implementation of specific programs that are tailored to the vision and mission of each pesantren. In Nurul Huda pesantren, for example, a program to develop superior santri in academic and religious fields has been implemented. According to the administrator, 'We do this programme as part of the effort to achieve our long-term goal, which is to produce santri who are not only competent in religious knowledge, but also excel in academic skills.' This program is a concrete form of strategy implementation that has been designed in long-term planning.

Evaluation and evaluation control are part of strategic management in both pesantrens. Nurul Huda and At-Thaariq Garut Islamic boarding schools routinely evaluate programme achievements and the performance of all pesantren elements. The administrator of Nurul Huda boarding school mentioned, 'We hold an evaluation at the

end of each semester to measure the success of the programmes that have been implemented and make improvements if deficiencies are found.' This evaluation is conducted through monitoring, which involves direct monitoring in the field as well as collecting input from students, teachers, and staff. This evaluation process shows that both pesantrens have carried out the evaluation and control stages, as suggested in Hunger and Wheelen's strategic management theory. This evaluation allows both pesantrens to maintain consistency in achieving their strategic goals while making corrections to existing shortcomings. According to Hunger and Wheelen (2003), evaluation and control are important steps in strategic management to ensure that the strategies that have been formulated and implemented run in accordance with the expected goals.

Strategic management practices at Pesantren Nurul Huda and Pesantren At-Thaariq Garut are generally *top-down*. All elements and staff responsible for the management of the institution and the implementation of pesantren education will carry out their duties and functions in accordance with the direction or command orders obtained from the top management and/or the leader of the pesantren institution, namely the kiai. In this case, kiai and pesantren caregivers are the most responsible parties for various policies, decisions, and the formulation of strategic activity concepts that will be carried out by the implementers under them, namely ustaz, teachers, and students.

The implementation of strategic management functions in Nurul Huda and At-Thaariq Garut Islamic boarding schools has covered all aspects described in Hunger and Wheelen's theory of strategic management. Both pesantrens have carried out environmental analysis, strategy formulation and implementation, and evaluation and control well. Although there are obstacles such as limited resources, with a participatory and collaborative approach, these pesantrens succeeded in formulating and implementing long-term strategies that are in accordance with the vision and mission of both institutions.

Factors Hindering the Implementation of Strategic Management Functions in Islamic Boarding Schools

Based on information from the results of interviews conducted by researchers about the implementation of quality management in Pesantren Nurul Huda and Pesantren At-Thaariq Garut, the following findings were made:

First, there is still a lack of synergy between policy making and policy implementation at Pesantren Nurul Huda and Pesantren At-Thaariq Garut because it is caused by the mismatch of human resources with the desired expectations. If employees do not have qualifications, skills, or knowledge in accordance with the assigned tasks, the implementation of management functions will be hampered. One of the inhibiting factors is the inability to run all the programs that have been set. If the programs are not implemented properly, the expected educational goals will not be achieved.

Second, the lack of discipline in Pesantren Nurul Huda and Pesantren At-Thaariq Garut can hinder the implementation of management functions. Indiscipline can disrupt teaching and learning processes and reduce the effectiveness of educational activities. Indiscipline can disrupt the teaching and learning processes at Pesantren Nurul Huda and Pesantren At-Thaariq Garut. For example, if santri do not adhere to the lesson schedule, are late for class, or often leave the class without a valid reason, learning will be disrupted. This can hinder students' understanding and academic achievement. Indiscipline can lead to low attendance rates and a lack of adherence to set times. If santri often skips classes,

does not attend regularly, or arrives late, their attendance in learning and other educational activities will be disrupted. This can reduce the effectiveness of learning and hinder personal development of santrids.

Third, the lack of understanding of the tasks to be performed by staff and teachers at Pesantren Nurul Huda and Pesantren At-Thaariq can also be an inhibiting factor. If there is no clear understanding of the duties and responsibilities of each individual, coordination and program implementation will be disrupted. If staff and teachers do not have a clear understanding of their respective duties and responsibilities, coordination between individuals and departments within the boarding school is disrupted. A lack of coordination can lead to an overlap in work, lack of clarity in roles and responsibilities, and difficulty in completing tasks efficiently and effectively. Lack of understanding of tasks can hinder the implementation of established programs.

Fourth, there are sometimes differences in orders between different leaders in Pondok Pesantren Nurul Huda and Pesantren At-Thaariq. If there are different orders between leaders, this can cause conflict and confusion between staff and teachers. Staff and faculty members may be confused about the actions that should be taken or the priorities that should be followed.

Based on David and David's (2016) strategic management theory, there are three main stages in the strategic management process: formulating,*implementation*, and evaluation. The strategy formulation process includes the development of vision, mission, goals, and strategic plans that will form the basis of the organization's operations. In Pesantren Nurul Huda and Pesantren At-Thaariq, the lack of synergy between policymaking and policy implementation indicates a weakness in the strategy formulation stage. The mismatch of HR qualifications with desired expectations shows that the planning of HR needs has not been carefully considered. In strategic management, an in-depth understanding of internal capacity, including human resources, is an important part of the internal environmental analysis that should be conducted at the formulation stage. This mismatch makes it difficult to implement the programs that have been set, so that the expected educational goals are not achieved.

During the implementation stage, the formulated strategies are translated into concrete actions. This is where the role of discipline, coordination, and compliance becomes very important. The lack of discipline among students and the lack of understanding of tasks by staff and teachers indicate weaknesses in the implementation stage of the strategy. The indiscipline of santri, such as not adhering to schedules and frequent tardiness, disrupts teaching and learning processes and reduces the effectiveness of educational activities. This indicates that the implementation of strategies in pesantrens is less effective because there is no adequate control and supervision mechanism to ensure sanitary compliance. In addition, the lack of staff and teachers' understanding of their duties hinders coordination and collaboration within the boarding school, which ultimately reduces the effectiveness of the planned program implementation.

Strategic Assessment Process (*Evaluation*) Strategic assessment involves measuring and evaluating the results of implemented strategies to ascertain whether organizational goals are being achieved or whether adjustments are needed. In this case, the difference in orders between different leaders in the boarding school indicates a problem with evaluation and control. When directives from leaders are inconsistent, it creates confusion among staff

and teachers, which ultimately hinders the implementation of the established program. Effective strategic assessment should include efforts to evaluate all parties' adherence to the organization's vision and mission and ensure that all stakeholders have the same understanding of the program's priorities. Without proper evaluation, pesantrens will struggle to achieve optimal strategic management effectiveness.

Based on the analysis above, Pesantren Nurul Huda and Pesantren At-Thaariq Garut need to improve the three stages in strategic management based on David and David's theory. At the formulation stage, there needs to be a more in-depth analysis of HR needs so that the policies taken are in accordance with the pesantren's internal capacity. At the implementation stage, the pesantren needs to implement a stronger discipline system and ensure a clear understanding of the duties of each staff member. Finally, at the assessment stage, there needs to be more consistent evaluation and coordination among leaders to avoid confusion in program implementation. By making improvements at each of these stages, pesantrens are expected to increase the effectiveness of their strategic management and achieve optimal educational goals.

Solutions to Improve Education Quality Through Strategic Management

To improve the quality of education in Pesantren Nurul Huda and Pesantren At-Thaariq Garut, solutions to the implementation of strategic management functions can be divided into three main stages: strategy formulation, strategy implementation, and strategy evaluation. This approach is designed to overcome various obstacles found and to ensure that the implementation of strategic management runs optimally, according to the theory of David and David (2016).

In the first stage, namely strategy formulation, pesantrens need to conduct a comprehensive needs analysis related to the human resources (HR) and infrastructure needed to achieve institutional goals. By analyzing the needs appropriately, the boarding school can ensure that each staff and teacher has competencies that are relevant to the position and tasks assigned. This process may involve selective training and recruitment to create a strong and competent team. In addition, in preparing the vision, mission, and work objectives, it is important to involve all elements of the boarding school to create an alignment and common understanding of the goals to be achieved. With synergy in strategy formulation, the resulting plan is more realistic and sustainable.

The second stage, strategy implementation, emphasizes the importance of implementing an effective supervision system to improve discipline among students, staff, and teachers. A good discipline is essential for supporting an effective teaching and learning process. Pesantren can implement clear rules regarding time discipline and task execution and provide appropriate sanctions or rewards based on performance. In addition, to address the lack of understanding of tasks, pesantrens can conduct orientation and training programs for all staff and teachers to ensure that each individual clearly understands their roles and responsibilities. Furthermore, to improve coordination and communication, regular discussion forums, such as monthly meetings between leaders and staff, are needed to harmonize understanding and reduce conflict or confusion in the execution of orders.

The last stage is strategy evaluation, where pesantren need to have a comprehensive evaluation mechanism to assess the effectiveness of program implementation, discipline, and individual performance. The evaluation should include an assessment of the success of the program implementation and the effectiveness of the strategies that have been

implemented. Pesantren can implement a feedback system in which staff, teachers, and students can provide feedback on the current management process. This helps pesantren identify areas for improvement and adjust ineffective strategies quickly. Evaluations conducted by involving a specialized team or evaluation committee can maintain objectivity and encourage transparency in the decision-making process.

By implementing solutions at each of these strategic management stages, Pondok Pesantren Nurul Huda and Pesantren At-Thaariq Garut can improve the quality of education and strengthen management effectiveness. Better implementation at the strategy formulation, implementation, and evaluation stages will help pesantrens overcome the obstacles faced and achieve optimal educational goals.

Conclusion

The results of this study show that Pondok Pesantren Nurul Huda and Pondok Pesantren At-Thaariq Garut apply a strategic management approach that includes planning, directing, monitoring, and evaluating, supported by various divisions and elements of the institution. However, there are still obstacles, such as lack of synergy, discipline, understanding of tasks, and differences in orders between leaders, which hinder the optimal implementation of the strategy. To overcome this, pesantrens should improve the analysis of HR needs at the strategy formulation stage, implement a stricter discipline system at the implementation stage, and conduct a consistent evaluation at the assessment stage. With structured solutions at each stage, pesantrens are expected to improve the quality of education as well as the effectiveness of its management, so as to better achieve strategic goals. The implication of this finding is the importance of a collaborative and comprehensive approach in strategic management to ensure the achievement of the pesantren's vision and mission, as well as to form students who excel in religious and academic knowledge.

References

Anwar, S., & Rosyad, R. (2021). Thought and Application of Environmental Theology in Pesantren Cicalengka, Bandung Regency. *Journal of Faith and Spirituality*, *1*(2). https://doi.org/10.15575/jis.v1i2.11793

Azyumardi Azra. (1999). *Islamic Education: Tradition and Modernization Towards the Millennium*. Yogyakarta: Student Library.

Bruinessen, M. Van. (1999). *The Yellow Book: Pesantren and Tarekat*. Bandung: Mizan.

Bubalo, A., & Fealy, G. (2007). *The caravan trail: The influence of middle-eastern radicalism in Indonesia*. Mizan Library.

Creswell, J. W. (2014). *Research Design: Qualitative, Quantitative, and Mixed Method Approaches*. New York: SAGE Publications, Inc.

Dasrimin, H., Imron, A., Supriyanto, A. (2019). Spirituality-Based Character Education Strategic Management. In *the Journal of Humanities Education* (Vol. 7).

Daulay, H. P. (2001). *Historicity and Existence of Pesantren, Pesantren and Madrasah*. Yogyakarta: Tiara Wacana.

David, F. R., & David, F. R. (2016). *Strategic Management: A Competitive Advantage Approach*. Jakarta: Salemba Empat.

Dhofier, Z. (1994). *Pesantren Tradition: A Study of the Kiai's View of Life*. Jakarta: LP3ES.

Fachrudin, Y. (2021). Strategies for Improving the Quality of Islamic Boarding Schools. *Dirasah: Journal of Islamic Thought and Basic Education*, *4*(2), 91-108.

Flick, U. (2009). *An Introduction to Qualitative Research*. London: Sage Publishing.

Hasan, N. (2022). Salafism, Education, and Youth. *Wahhabism and the World: Understanding Saudi Arabia's Global Influence on Islam*, 135.

Hefner, R. W., & Zaman, M. Q. (2010). *Schooling Islam: The culture and politics of modern Muslim education*. Princeton University Press: Princeton University Press

Hunger, J. D., & Wheelen, T. L. (2003). *Strategic Management*. Yogyakarta: Andi.

I. Suryatini, E. Mulyasa, S. Yusuf, Y. I. (2019). Quality Management of Islamic Education Learning. *Education Management Studies*, *2*(2), 141-150.

Ishaq, M. (2018). *KH. Abdul Wahid Zaini and the Development of Nurul Jadid Islamic Boarding School Paiton Probolinggo.".* Postgraduate Thesis, Sunan Ampel State Islamic University Surabaya.

Kaplan, L. S., & Owings, W. A. (2015). Introduction to principalship: theory to practice. In *Introduction to Principalship: theory to Practice.* https://doi.org/10.4324/9781315814964

Koontz, H., & O'Donnell, C. (1970). *Principles of Management: An Analysis of Managerial Functions*. New York: McGraw-Hill.

Kuntoro, A. T. (2019). Islamic education quality management. *Journal of Education*, *7*(1), 84-97.

Masruri, M., Ali, H., & Rosadi, K. I. (2021). Financial Management in Maintaining the Quality of Islamic Boarding Schools During the Covid-19 Pandemic. *Journal of Applied Management Science*, *2*(5), 644-657.

Mubarok, R. (2019). Implementation of Management Functions in Improving the Quality of Islamic Education Institutions. *Al-Rabwah*, *13*(01), 27-44.

Prasodjo, S., Zamroni, M., Mastuhu, M., Goenari, S., Madjid, N., Rahardjo, M. D. (1975). *Pesantren Profile*. Jakarta: LP3ES.

Sallis, E. (2002). *Total Quality Management in Education*. London: Kogan Page.

Suherman, U. & Cipta, E. S. (2024). Application of Management Functions in Improving the Quality of Islamic Boarding Schools. *SPECTRA: Journal of Islamic Religious Education*, *1*(1), 40-60.

Terry, G. R. (2006). *Principles of Management*. Bandung: Alumni.

Vincent, G. (2001). *Total Quality Management*. Jakarta: Gramedia.

Wahid, A. (1999). *Bunga Rampai Pesantren*. Jakarta: Dharma Bhakti.