

Analysis of the Implementation of Strategic Management in Improving the Quality of Education: Case Study of Ibnu Abbas Islamic Boarding School, Tanjungpinang

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Abstract

This study aims to evaluate the implementation of strategic management in efforts to improve the quality of education at Pesantren Ibnu Abbas Tanjungpinang, using a qualitative descriptive approach. The primary data was obtained from the management of Pesantren Ibnu Abbas Tanjungpinang, while secondary data was gathered from publications and regulations related to the Pesantren. The analysis was conducted through the stages of strategic management, namely strategy formulation, strategy implementation, and strategy evaluation. The results of the study show that, overall, Ibnu Abbas Tanjungpinang Boarding School has applied strategic management to enhance the quality of education. However, several strategic aspects have not yet been fully optimized, such as the lack of in-depth analysis of internal strengths and external opportunities, as well as the weak commitment of some teachers regarding discipline.

Keywords: Strategy Management, Quality of Education, Islamic Boarding School

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INTRODUCTION

Education in Indonesia continues to be a primary concern for the government and society as an effort to produce an excellent generation. In a global context, the challenges faced by the education sector include

improving quality and ensuring equitable access to quality education. This aligns with the goal of Law No. 20 of 2003 on the National Education System, which emphasizes the importance of education as a means to enlighten the nation's life.

The Riau Archipelago Province, as one of the regions with strategic potential, faces similar challenges in improving the quality of education. According to recent data, the level of educational participation in this area has increased, but there are still gaps in the quality of education management, particularly in implementing effective strategic management to address the dynamics of the times. One approach that has been proven to improve education quality is the application of comprehensive strategic management, which includes planning, implementation, and evaluation to optimize the management of educational resources (Huda & Martanti, 2023; Khodijah & Kusuma, 2023). David & David (2013) state that strategic management is the art and science of formulating, implementing, and evaluating cross-functional decisions that allow an organization to achieve its goals.

Pesantren (Islamic boarding schools), as educational institutions, have the responsibility to improve the quality of education, both religious and general education (Rahim, 2001). In Tanjungpinang city, there are several pesantren that contribute to religious education, one of which is Pesantren Ibnu Abbas Tanjungpinang. As an educational institution, Pesantren Ibnu Abbas plays an important role in shaping a generation that is not only excellent in religious knowledge but also capable of competing in the modern era.

Pesantren Ibnu Abbas was established in 2008 with a PKBM and PAUD format. After experiencing improvements in various aspects, the management decided to officially place Ibnu Abbas under the Ministry of Religious Affairs. In 2017, the operational permit for Salafiyah Ibnu Abbas Islamic Boarding School was issued. In 2021, it received the operational permit for Salafiyah Wustho, and in 2024, the operational permit for Salafiyah Ulya was granted. The educational programs are classified into three main categories: Diniyah, General Education, and Al-Qur'an.

To maximize the quality of education, Ibnu Abbas needs to implement the stages of strategic management, as outlined by strategic management experts, from formulation to evaluation. This process brings benefits, such as making the pesantren dynamic, enhancing the management's sense of ownership, active participation, and responsibility (Sujadi, 2011). Therefore, this study aims to analyze the implementation of strategic management in improving the quality of education at this pesantren. The findings are expected to provide strategic recommendations to enhance the quality of education at the pesantren specifically, and contribute to educational management at the national level more broadly.

METHOD

This study uses a qualitative descriptive approach, with the researcher acting as the primary instrument. The sample was selected using purposive and snowball sampling methods. Data collection was conducted through triangulation, and data analysis was inductive in nature, with the research results focusing on interpretation. The research instrument was developed based on previous studies by Qori (2019).

This research was conducted in 2024 at Pesantren Salafiyah Ibnu Abbas Tanjungpinang. The primary data was obtained from the pesantren management, including the HRD Manager, EMIS Operator, and Head of Wustho. Additional data included documents such as the organizational structure, publications, and pesantren regulations. Data collection methods included interviews, observations, and documentation. The data analysis process followed the three stages of strategic management: formulation, implementation, and evaluation of strategy. The stages of analysis include: (a) data reduction, which means summarizing the data obtained during the research process by sorting and selecting key points according to the research needs; (b) data presentation, which aims to describe the interview results according to the informants' answers, allowing the researcher to understand what is happening within the institution; and (c) data verification, which is conducted to find the relevance of the data generated with existing theories (Sugiyono, 2011).

Table 1. *Respondents*

Kode	Jabatan
R1	Human Resource Managers
R2	EMIS Operator
R3	Principal of middle high school

FINDINGS AND DISCUSSION

The results of the strategic management analysis in efforts to improve the quality of education in Islamic boarding schools can be explained through the following stages:

1. Strategy Formulation

In strategy formulation, it consists of at least several activities, namely:

a. *Developing a vision and mission*

The formulation stage of Ibnu Abbas Islamic Boarding School began with the formulation of the vision and mission carried out by several parties, namely the Mudir, Head of the Boarding School, Committee, and Teacher Representatives. Based on the results of the author's observations, the vision and mission were displayed on the wall of the Head of Wustho's room. The vision of Ibnu Abbas Islamic Boarding School is "To Become a Quality Educational Institution that Instills the Basics of the Character of a Knowledgeable and Charitable Islamic Generation with Ihsan on the Right Aqidah". Through this vision, the following mission is formulated:

- 1) Implementing an integrated education process based on the correct Islamic religion according to the Al-Qur'an and As-Sunnah
- 2) Instill a love of the Koran, As-Sunnah, and Arabic
- 3) Implement a professional and trustworthy work system in accordance with sharia

The Vision and Mission are then socialized to the community and students so that all elements of the Islamic boarding school can work together in achieving the institution's vision.

2. Identifying external opportunities and threats

The management of the Islamic boarding school did not conduct an in-depth opportunity analysis during the strategy formulation stage, but the analysis was conducted during weekly routine meetings to discuss opportunities that could be utilized for the success of the program. On the other hand, the management realized that there was a less harmonious relationship with the community around the boarding school which of course became an obstacle in realizing the vision and mission, as expressed by R3, "*We are not considered to exist by the neighbors*". Another obstacle that was felt to need to be solved was the existence of several guardians of students who liked to spread negative stories about the boarding school if their children were having problems. There were also obstacles originating from the Ministry of Religion as stated by R3, "*The institution cannot accept transfer students if they are in class 8 wustho semester 2 and above or 11 ulya semester 2 and above*". Students can only transfer if they still have a minimum of two years of study time left at the institution. This limits the number of students who can register at the Ibnu Abbas Islamic Boarding School.

3. Determine internal strengths and weaknesses

The management of the Islamic boarding school conducted a strengths and weaknesses analysis when formulating the vision, but it was not well documented. Among the strengths is that the Ibnu Abbas Islamic Boarding School is located in the center of Tanjungpinang, so that access to fulfill the needs of students is very easy. The weakness of the boarding school is that some teachers do not meet the expected qualifications and standard competencies. This can be seen from the lack of teachers who hold bachelor's degrees. Technological competence is also considered low so that administrative work still feels heavy. Another weakness is the lack of awareness of responsibility and a sense of belonging to the organization. As expressed by Sujadi (2011), that feeling of belonging is part of the benefits of implementing strategic management. This can be seen from the fact that some teachers still underestimate the disciplinary rules that have been made by the institution. In terms of the number of teaching staff, it is also considered lacking, there are still many teachers who teach across units, there are several teachers who teach in wustho also teach in ulya. As expressed by R3, "*We have 17 teachers*". In terms of facilities, there is also a weakness, namely that there is only one boarding school kitchen. The kitchen is located in the female dormitory, which makes it difficult for female students to exercise on the field because sometimes there are male students who need to go to the kitchen.

4. Determining the strategy

After the vision and mission are formulated, Mudir and his staff create a strategy to achieve the vision and mission. The strategy is made to develop the quality of education in Islamic boarding schools, both religious or Islamic education, or general education. To find out the strategy, you can see the following programs:

- 1) The Tahfizh Al-Qur'an program, for the wustho level, has a memorization target of 15 juz, then perfected during ulya with a target of 15 juz as well, so that when they graduate, students are expected to memorize 30 juz of the Al-Qur'an.
- 2) Arabic language habituation program, 30 minutes before entering class, students repeat the memorized vocabulary.
- 3) Extracurricular activities to support students' competencies or interests, such as soccer and volleyball for ikhwan and sewing and cooking for akhwat.
- 4) Muhadhoroh activities every Sunday night to train students' self-confidence and develop their leadership character.
- 5) Tahajut (Friday Tausiyah) every after Friday prayers to deepen their faith.

Apart from programs aimed at students, the management also formulates programs to improve the quality of human resources, such as Weekly study every Thursday to strengthen the teachers' faith and Tahsin study to improve the teachers' ability in reading the Qur'an.

5. Strategy Implementation

This implementation is a manifestation of the objectives and formulations that have been previously determined (David & David, 2013). This implementation consists of several activities, namely:

a. Developing a culture that supports strategy

At Ibnu Abbas Islamic Boarding School, the culture that is built is to run all programs according to a previously determined schedule. The schedule includes:

- 1) Daily schedule, such as memorizing the Al-Qur'an, tahsinul Qur'an, memorizing Arabic mufrodat, memorizing hadith, and praying in congregation.
- 2) Weekly schedule, such as Tahajut (Friday Tausiyah), Muhadhoroh, and extracurricular activities.

b. Create an organizational structure

The organizational structure that has been formed includes the head, caretaker, head of the pondok, person in charge of certain fields, to the implementer of programs and activities. This structure is usually reviewed annually or adjusted when urgent changes occur, such as resignations or changes in members in the management structure of the pondok.

c. Preparing the budget

Funding at the Ibnu Abbas Islamic Boarding School comes from monthly and annual student contributions and support from donors. Although the budget is often limited and sometimes requires additional contributions, activities are still carried out according to the available funds.

d. Developing and utilizing information systems

The development of information systems in Islamic boarding schools is still constrained by the limited capabilities of administrators. As a result, most programs are still carried out manually, although there are several innovations in certain programs and divisions.

e. Develop regulations and supervision

The management developed personnel regulations that were used to monitor teacher discipline. Investments were made in fingerprint technology to monitor teacher attendance. There was also manual attendance in each class. As additional supervision, the management assigned several students to control teacher attendance.

From the explanations above, it can be concluded that the implementation of strategies at the Ibnu Abbas Islamic Boarding School in developing the quality of education has been quite optimal.

6. Strategy Evaluation

The main function of evaluation is so that managers or top leaders can find out information about the success of the strategy that has been implemented (David & David, 2013). At the Ibnu Abbas Islamic Boarding School, the manager is Mudir. According to Wheelen and Hunger (2012), strategy evaluation includes three main activities, namely: reviewing the basis of strategy, measuring organizational performance, and taking corrective action if necessary.

Ibnu Abbas Islamic Boarding School holds weekly and annual coordination meetings as an evaluation strategy to achieve the vision. However, sometimes evaluations are carried out through impromptu meetings in certain situations. Weekly meetings are held every Saturday morning to evaluate the achievements of daily and weekly programs. While annual meetings are held at the beginning of each new school year to improve things that were still less than perfect in the previous school year.

Each meeting has minutes that describe the results of the meeting discussion. This shows that the administrative side of the evaluation has been managed well. However, according to R3, it still needs to be developed and digitized to be more organized.

The regulations made to improve discipline were also considered to have produced quite good results. According to R3, "several teachers who had been given the first warning letter showed significant changes in their discipline". This strategy is in line with Skinner's Reinforcement theory, where positive or negative reinforcement applied consistently can modify individual behavior in an organization (Luthans, 2008).

However, according to R1, the strategy made to implement the discipline program is still not optimal, because there are still some teachers who underestimate the problem of discipline. On the other hand, there is only one HRD person for all educational units, which causes the rules made to be very general and cannot accommodate more detailed aspects. R1 said, "disciplinary administration is still general, not focused on each unit because only one person takes care of it."

The strategy of improving the quality of education through the Al-Qur'an memorization program has produced very satisfying results. With a target achievement of more than 80%, this program is one of the indicators of the success of Islamic Boarding Schools in building the competence of students in the religious field. This achievement is relevant to the Balanced Scorecard theory of Kaplan and Norton (1996), which emphasizes the importance of measuring organizational performance not only from a financial aspect, but also from a learning and growth perspective. This success also shows that the formulation of strategies involving intensive training, a focused curriculum, and strict supervision has been implemented well. This evaluation provides an overview that this strategy is not only relevant, but also effective in improving the quality of education in Islamic boarding schools.

CONCLUSION

In general, the quality of education at Ibnu Abbas Islamic Boarding School has developed in recent years, there is always innovation and all activity plans can be carried out. Analysis of strategic management at Ibnu Abbas Islamic Boarding School Tanjungpinang shows a significant increase in the quality of education through the stages of formulation, implementation, and evaluation of strategies. At the formulation stage, the Islamic boarding school has succeeded in formulating a vision and mission involving various parties, such as the head of the boarding school, the committee, and teacher representatives. Although the analysis of strengths and weaknesses has not been fully documented, strategic programs such as memorizing the Qur'an and familiarizing yourself with Arabic have succeeded in supporting the achievement of the vision. However, the analysis of external opportunities and threats as well as the analysis of internal strengths have not been carried out thoroughly, so they are important notes for improvement.

The strategy implementation is carried out through strengthening a supportive culture, preparing an organizational structure, preparing a budget, and developing a rule-based monitoring system. Although limited HRD personnel and mastery of technology are challenges, steps such as the implementation of fingerprint technology and manual attendance have helped improve teacher and student discipline. Programs such as memorizing the Al-Qur'an and extracurricular activities also run according to schedule, supporting the holistic development of student competencies.

In the evaluation stage, the Islamic boarding school routinely holds weekly and annual meetings to assess the achievement of the strategy. The warning letter-based discipline strategy showed effectiveness in changing teacher behavior, while the Al-Qur'an memorization program achieved more than 80% of the

target, becoming one of the main indicators of success. However, limited HRD personnel and the need for administrative digitization are still challenges that need to be overcome.

Overall, the implementation and evaluation of the strategy at the Ibnu Abbas Islamic Boarding School have been quite effective. Improvements to the aspects of supervision, HR development, and more structured strategy analysis will be important steps to support the achievement of the Islamic boarding school's vision more optimally in the future.

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