

Strategic Management Of Modern Islamic Boarding Schools In Realizing Global Competitiveness (Case Study at the Assalafi Ciwaringin Islamic Boarding School, Bina Insan Mulia Dukupuntang, and Al Bahjah Cirebon)

Sari Rahayu

¹Universitas Islam Nusantara, Bandung, Indonesia

Email: sarirahayu@uninus.ac.id

IIm Wasliman²

²Universitas Islam Nusantara, Bandung, Indonesia

Email: iimwasliman@uninus.ac.id

Waska Warta³

³Universitas Islam Nusantara, Bandung, Indonesia

Email: waskawarta@uninus.ac.id

R. Supyan Sauri⁴

⁴Universitas Islam Nusantara, Bandung, Indonesia

Email: supyansauri@uninus.ac.id

Abstract

The global competitiveness of Islamic boarding schools as the oldest Islamic educational institution in Indonesia is still low because they have not implemented management as a whole. This study generally aims to describe and analyze the strategic management of modern pesantren in realizing global competitiveness and specifically to describe and analyze: Environmental Analysis, Strategic Formulation, Strategic Implementation, Strategic Evaluation, Obstacles, and Global Competitiveness. Strategic Formulation, Strategic Implementation, Strategic Evaluation, Obstacles, and Solutions. The research approach used is qualitative, with a case study method. Data collection is done through observation, interviews, documentation studies and triangulation. The theories that support this research are strategic management theory, modern pesantren theory, and global competitiveness theory. The results showed that specifically the strategic management of modern pesantren in realizing global competitiveness, namely: Strategic environment analysis begins by using SWOT analysis (Strength, Weakness, Opportunity, and Threat), to analyze strength, weakness, opportunity and threat factors. Strategic formulation of modern pesantren in realizing global competitiveness is carried out by formulating the vision, mission, goals, quality objectives of pesantren, strategies and policies. Strategic implementation of modern pesantren in realizing global competitiveness is

contained in the 8 SNP development program, budget and procedures. Strategic evaluation of modern pesantren in realizing global competitiveness.

Keyword: Strategic Management, Modern Pesantren, Global Competitiveness, Islamic boarding

How to cite (APA):

Rahayu, S. Wasliman, I. Warta, W. Sauri, R.S. (2024). Strategic Management Of Modern Islamic Boarding Schools In Realizing Global Competitiveness (Case Study at the Assalafi Ciwaringin Islamic Boarding School, Bina Insan Mulia Dukupuntang, and Al Bahjah Cirebon). *International Journal of Instructional Cases*.



1. Introduction

Islamic boarding schools are Islamic religious education institutions that are claimed to be born from the womb of Indonesian society. The claim is quite reasonable considering that the term boarding school itself as a term for educational institutions is an authentic term that only exists in Indonesia or what Nurcholish Madjid calls indigenous (Madjid, 1997). In line with what Madjid asserted, Malik Fajar emphasized that in the history of the growth and development of Islamic education in Indonesia, it is undeniable that Islamic boarding schools have become a kind of local genius institution (Fajar, 1998).

Pesantren itself means a place for santri (Zamakhsyari, 1982). According to Poerwadarminta, pesantren is a dormitory and a place where students learn the Koran and religious knowledge. Another word for pesantren is pondok which also means a temporary house such as those set up in fields, forests, and others (Poerwadarminta, 1982). The aim is to get closer to the kyai or teacher who is intended to study or gain knowledge. Meanwhile, according to Soegarda Purbakawarja, the word pesantren comes from santri which means people who study Islam, so it can be interpreted that boarding schools are places where many people gather to study Islam (Purbakawatja, 1976).

The ability to survive pesantren as a traditional Islamic educational institution is indeed different from most other traditional educational institutions. It is believed that the emergence of pesantren since the beginning of the spread of Islam in Java, to be precise the Walisongo era, pesantren is still recognized for its existence until now. (Fatah, 2004; Maliki, 2023). Because of this origin, it is not surprising that the term pesantren is generally used in Javanese and Madurese society, while the Priyangan

region uses the term kobong, the Tanah Rencong region - Aceh - is popular with the term dayah, (Marzuki, 2011), Rangkang or Meunasah, and in Minangkabau it is known as surau. (Wahid, 2002).

According to Steenbrink, traditional educational institutions in general, when first faced with more organized and modern educational institutions, found it difficult to compete and many were abandoned by the community. For example, Surau educational institutions in Minangkabau, even surau are now extinct and when Islamic educational institutions are established there, they no longer use Surau but pesantren. Steenbrink's findings are reinforced by Azyumardi Azra's conclusion, that since the change or modernization of Islamic education in various regions of the Muslim world, not many traditional educational institutions have been able to survive, many have disappeared after being displaced by the expansion of the general education system such as the case of Me-drese in Turkey, and Madrasah in Egypt. (Azra, 2001). Based on this, it is appropriate for Islamic boarding schools to implement strategic management to realize quality institutions and be able to compete globally. Strategic management is a very important element in an institution.

Historically, Islamic educational institutions have evidently developed in accordance with the needs and changes of Muslim society at that time. According to Maksum Mukhtar, the development and needs of society are characterized by: first, the development of knowledge. Muslims in the early days needed to understand the Qur'an as it was, as well as the ability to read and write. So that education in the early days was more oriented towards the ability to read and write. Meanwhile, when the civilization of society has advanced, the orientation of educational institutions has also changed. Second, because of necessity. In the early days of Islam, da'wah became the main goal of education, so the main target was adults. Meanwhile, when Islam has developed, regeneration is prioritized by educating children. (Maksum, 2001).

Pesantren as a sub-culture was born and developed along with changes in global society, asceticism (Sufism) used by pesantren as an ideal choice for people who were hit by the crisis of life so that pesantren as a cultural unit separated from the development of time, became part of people's lives. This role is what Abdurrahman said, "as the main characteristic of pesantren as a sub-culture." (Wahid, 2001). Meanwhile, the emergence of modernity, which requires changes in society, requires pesantren to make institutional changes.

Education in pesantren was originally a religious education that began with the emergence of Islamic society in this country. A few centuries later, the organization of this education became more organized with the emergence of places to study (nggon ngaji) and had formulated the curriculum, namely Arabic language, tafsir, Hadith, tawhid, fiqh, morals-tasawuf and others. This form then developed with the

establishment of places to stay for students (santri), which were later called pesantren (Azizy, 2002).

The emergence of modernism then created the phenomenon of the emergence of formal pesantren in the pesantren environment. Pesantren is considered to play a very important role as an educational institution to produce a superior generation in addition to obtaining very useful knowledge, it is also obliged to provide maximum provision in forming a confident personality with intellectual intelligence followed by moral intelligence and noble morals. (Nata, 2010).

The existence of formal pesantren is a challenge as well as an opportunity for pesantren. The existence of formal pesantren that have a vision similar to pesantren and receive support from the state in the form of recognition of their diplomas as proof of having completed a certain level of education becomes formal education that is structurally institutionalized to the government and ultimately becomes the main destination for the community to entrust their children to study. On the other hand, the existence of formal pesantren is also anticipated by pesantren with a strategy of adopting the existence of these institutions in pesantren.

The emergence of formal pesantren in the pesantren environment then gives its own color to the pesantren management in implementing education in it. The pesantren then strategically arranged under the foundation under one roof with formal pesantren. This condition certainly gave birth to various management models in the pesantren itself. Management itself is interpreted as an art in organizing and utilizing human resources to always be active, effective that these human resources have so that they become as efficient as possible to achieve common goals. (Hasibuan, 2014).

Pesantren as a traditional Islamic educational institution is often assumed to be an educational institution that is backward in infrastructure and lagging behind in curriculum. So that pesantren need a strategy to be able to compete with other educational institutions that are more modern and adopt modern knowledge. Strategic management of pesantren in the face of modernity is certainly very necessary to pay attention to so that pesantren can maintain their existence in the midst of changes that occur. Whereas today when globalization is a necessity, pesantren are faced with challenges that are relatively the same as formal pesantren, namely how to produce graduates who are able to compete globally. So pesantren management is one of the solutions to answer these challenges.

This article discusses the strategic management of modern pesantren in realizing global competitiveness by presenting pesantren that are able to take part in the world of education and are able to develop with rapid technological advances and global competitiveness. The focus of this research is on the implementation of strategic management of modern pesantren with case studies of Pesantren Assalafi Babakan

Ciwaringin, Bina Insan Mulia Dukupuntang, and Al Bahjah Cirebon. The three pesantren have unique characteristics and are different from one another.

2. Methodology

This research uses descriptive qualitative with a case study approach as its method. The main subject in this article is about the strategic management of modern pesantren in realizing global competitiveness (Case Study at Pesantren Assalafi Ciwaringin, Bina Insan Mulia Dukupuntang, and Al Bahjah Cirebon). Data collection was carried out by means of observation, interviews, and documentation by using the data triangulation technique to test the validity of the data.

3. Results And Discussion

The term strategic management can be understood by interpreting each of the words that make up this term, namely "management" and "strategy". The term management contains three meanings, namely first, management as a process, second, management as a collective of people who carry out management activities, and third, management as an art and as a science. (Manullang, 2006).

Strategic management itself emerged in the 1950s-60s. Although there were many early contributors to the strategic management literature, there were some early pioneers who were strong enough to establish this discipline, such as; Alfred D. Chandler, Philip Selznick, Igor Ansoff, and Peter Drucker. Subsequent developments were developed by many experts including Wheelen and Hunger (2008) Fred R. David (2007).

Strategic management according to Wheelen and Hunger (2013), strategic management is a series of decisions, actions, managerial to determine performance over a long span of time, including observation of the internal environment and external environment, strategic formulation, implementation and evaluation. The philosophy of strategic management is believed to produce a good image in the eyes of the public, and will provide financial and psychological rewards for those who are willing to invest their energy and funds to help the success of the institution. Educational institutions need to develop strategies that are short, medium and long term. Strategies are prepared to set the goals of the institution or organization, both medium and long term. With this planning, an institution can be more detailed, comprehensive, integrated, directed, planned, sustainable and effective. This is in line with the opinion of Johannes (2009) in Rahmat (2014), that the strategy will ensure that the company can survive or develop in the future.

David (2010) defines "strategic management as the science of management concerning the formulation, implementation, and evaluation of cross-functional decisions that enable schools to achieve their goals". With strategic management, an institution will benefit both financially, psychologically, and in the form of work productivity. Therefore, the policy of an organization or institution is to provide guidelines that can manifest the work program, namely setting goals and targets, determining strategies that are twisted to be implemented, assessed and controlled in making a decision.

From the above understanding, it can be concluded that strategic management is a future-oriented process that allows organizations to make decisions today for future success. Strategic management is carried out through monitoring the organization's environment, formulating strategies, implementing strategies, then the organization's progress against the strategy is evaluated and controlled. In this case, strategic management emphasizes more on monitoring and evaluating environmental opportunities and threats by considering the strengths and weaknesses of the organization, so that it can be used to predict market trends and opportunities for competitive advantage. The basic elements of strategic management consist of: environmental analysis, strategic formulation, implementation, and evaluation.

According to Pearce and Robinson (1997), strategic management is a set of decisions and actions that result in the formulation and implementation of plans designed to achieve institutional goals (Pearce & Robinson, 1997). Meanwhile, according to David (2017), strategic management can be defined as the art and knowledge of formulating, implementing, and evaluating cross-functional decisions that enable an organization to achieve its goals. Strategic management focuses on efforts to integrate management, marketing, finance or accounting, production or operations, research and development, and computer information systems to achieve organizational success (David, 2017). According to Thomas L Wheelen and J. David Hunger (2012) strategic management is a series of managerial decisions and actions that determine the long-term performance of the company. This includes environmental scanning (both external and internal) strategy formulation (strategy or long-term planning) implementation and evaluation of strategic control (Wheelen & Hunger, 2012).

According to Aime Heene and Sebastian (2010), strategic management is the unity of management processes in an organization that repeatedly creates value and the ability to deliver and expand its distribution to stakeholders or other interested parties. There are 5 tasks in strategic management, namely (1) developing a vision and mission, (b) setting goals and objectives, (c) creating a strategy to achieve goals, (d) implementing and executing strategies, (e) evaluating strategies and direction (Heene & Desmidt, 2020).

The management process involves several main components that are displayed by a leader, namely: planning, organizing, leading, and controlling. Therefore,

management is defined as the process of planning, organizing, leading, and controlling organizational efforts with all its aspects so that organizational goals are achieved effectively and efficiently. (Mulyasa, 2005).

Strategic management is a concept that is planned and implemented in the development of an educational institution. A key tips, ways, and tactics that have been systematically designed to be implemented according to strategic management functions, so that they are directed at the strategic goals of educational institutions, systematically in strategic planning.

Strategic management in an educational institution or company must get benefits and advantages in order to develop. Hunger & Wheelen (2013) state that: "The strategic management process includes four basic elements, namely: a) environmental observation, b) strategy formulation, c) strategy implementation, and d) strategic evaluation. It is shown in the following figure:

From the above explanation of the elements and series of strategic management processes starting from environmental observation activities, strategic planning, strategic implementation, and evaluation and control, it can be concluded that strategic management in its implementation in pesantren cannot be separated from the ability of the head/elder of the pesantren to optimize the existing resources owned by the pesantren to be integrated with other management functions in achieving the predetermined pesantren goals. The basic elements as mentioned above are illustrated in the strategic management model as shown in the following figure:

Pengamatan Lingkungan	Perumusan Strategi				Implementasi Strategi				Evaluasi dan Pengendalian
	Misi								
Eksternal									
Lingkungan sosial		Tujuan							
Lingkungan Tugas			Strategi						
Internal				Kebijakan					
Struktur Budaya					Program				

Sumber Daya							Angga ran		
								Prose dur	
									Kinerja

Figure 1. Strategic management Model

3.1. Assalafie Islamic Boarding

The findings of the research results related to strategic management in Assalafi Pesantren use environmental analysis, strategic formulation, strategic implementation, and evaluation as Wheelen's theory. Based on the results of observations, interviews, and documentation studies, the data obtained from the research findings that environmental analysis is carried out with the aim of seeing the position or evaluating the state of progress of the pesantren. In its implementation, it

involves the board of asatidz under the responsibility of the boarding school leadership. The draft analysis is then discussed at the work program preparation meeting forum, as well as a review of the formulation of the vision-mission and objectives of the existing pesantren to be reviewed together about its effectiveness in accordance with current demands and expectations of the times, whether or not changes need to be made. Analysis of the environment is carried out by identifying internal factors (strengths and weaknesses), as well as external factors (opportunities and challenges), After the agreement, then the results are determined to be the basis for strategic planning.

Based on the results of observations, interviews, and documentation studies, the data obtained from the research findings that Pesantren Assalafie Ciwaringin formulated a pesantren vision based on SWOT analysis, which is based on the strengths, weaknesses, opportunities, and challenges of the current pesantren, based on the factors as described in the environmental analysis research results. This shows that the vision of Pesantren Assalafie Ciwaringin has relevance to the present-oriented SWOT factors.

Based on the results of observations, interviews, and documentation studies, the data obtained from the research findings that the evaluation carried out by Pesantren Assalafie Ciwaringin through a series of processes by comparing the conditions of the pesantren that have been achieved with the standard criteria that have been set. The internal evaluation mechanism is carried out in a series of school self-evaluation programs (EDS), where the assessment step uses the EDS instrument of national education standards, issued by the school quality assurance center of the Ministry of Education's human resource development agency. The assessment was conducted by BAN SM assessors in the school accreditation program, and periodically by school

supervisors from the Cirebon District Education Office. The assessment results are used as material for the pesantren's self-evaluation as a basis for corrective action. The community's assessment of this school is very good and makes this school a superior and favorite pesantren in Cirebon Regency and was once confirmed as a national standard pesantren pilot.

- a. Obstacles to the implementation of strategic management of modern pesantren in realizing global competitiveness: Human resources (HR), Infrastructure Facilities, Financing. The pesantren solution in overcoming the obstacles to the strategic implementation of the pesantren head in improving the quality of the pesantren head's school includes:
- b. Human resources (HR) including: the head of the pesantren as an education manager needs to understand his role and duties. In a modern organization has its own levels, where each level also has its own function. What must be remembered is that the manager's position is far more complex than employees if we want to place their capabilities and competencies in making decisions; involving all human resources in the school with the help of a team where each part carries out its duties in order to provide satisfaction to customers; have compact, intelligent and dynamic resources.
- c. Infrastructure Facilities including: procuring, maintaining infrastructure.
- d. Education Financing includes: empowering the role of the community and the pesantren committee; optimizing the use of funds effectively, efficiently, and the participation of the pesantren committee.

3.2. Bina Insan Mulia

The environmental analysis conducted at Bina Insan Mulia Islamic Boarding School is based on economic, social, cultural, demographic, and geographic developments, to control the progress of the pesantren. This is done by identifying factors of strengths, weaknesses, opportunities, and challenges. Conditions that have been achieved are compared with gaps that must be repaired or improved. The results of the environmental analysis are used as the basis for decisions in strategic formulation.

In a series of strategic management, after making the formulation, the next step is to implement the strategic formulation, namely taking action on what has been programmed so as to achieve the vision, mission and goals that have been set. To implement these programs, Bina Insan Mulia Islamic Boarding School makes delegation of duties and authority of personnel into the organizational structure of the pesantren, with the aim of ensuring coordination between the authority of duty holders and responsibilities according to the provisions. This division of tasks and authority allows it to be distributed in a balanced manner according to each tupoksinya so as to create a solid team work.

The evaluation carried out by Bina Insan Mulia Islamic Boarding School is intended to ensure that the management system that has been prepared at the planning stage

can be implemented consistently, and is an effort to find weaknesses so that corrective action can be taken.

Obstacles to the implementation of strategic management of Modern Islamic Boarding School Management in Realizing Global Competitiveness at Bina Insan Mulia Islamic Boarding School include: Human Resources (HR), Infrastructure Facilities, and Financing. Solutions in Overcoming Obstacles to the Strategic Implementation of Modern Islamic Boarding School Management in Realizing Global Competitiveness at Bina Insan Mulia Islamic Boarding School head in improving the quality of the pesantren include:

- a. Human resources (HR), namely managers must understand the concept of management properly and perfectly, with the aim that the work being carried out by the manager can be carried out systematically and measurably and with quality. To develop the quality of pesantren through a better teaching and learning process by using interesting and varied methods, models and media according to the subject matter. A teaching and learning situation in which there is a process of interaction between the head of the pesantren, teachers and students in an effort to achieve the expected learning objectives. Efforts towards improving learning are aimed at achieving the ultimate goal of education, namely the formation of children's personalities who are independent, disciplined, and responsible in all respects. The ability of the head of the pesantren and other pesantren personnel to implement strategies in pesantren management is very important in relation to the skills of the head of the pesantren as a leader and the head of the pesantren as a professional who is responsible for the learning progress of students. The need to improve the ability of teachers and pesantren principals in the field of Information and Communication Technology (ICT).
- b. Facilities and infrastructure, namely procuring, utilizing and maintaining educational facilities and infrastructure, pesantren residents in collaboration with related agencies, the business world and the industrial world, community members or pesantren committees.
- c. Education financing, namely: optimizing the use of funds effectively and efficiently and the importance of community or pesantren committee participation in fulfilling pesantren funding.

3.3. Al-Bahjah

The environmental analysis conducted at Pesantren Al Bahjah Cirebon is based on economic, social, cultural, demographic, and geographical developments, to control the progress of the pesantren. This is done by identifying factors of strengths, weaknesses, opportunities, and challenges. Conditions that have been achieved are compared with gaps that must be repaired or improved. The results of the environmental analysis are used as the basis for decisions in strategic formulation.

Al-Bahjah Pesantren Cirebon already has a strategic formulation, namely: Vision, Mission, Goals, Objectives, and Management Policies of the Pesantren that are revised and adjusted to developments. Everything was prepared through a study involving factors of strengths, weaknesses, opportunities, and threats identified objectively. Pesantren Al Bahjah Cirebon determines strategic steps in order to realize an education system that produces human resources who are 'alim, religious, competitive, educated, have concern for the environment, willing to preach to spread religious teachings and invite people to goodness.

In a series of strategic management, after making a formulation, the next step is to implement the strategic formulation, namely taking action on what has been programmed so as to achieve the vision, mission, and goals that have been set. To implement these programs, Pesantren Al Bahjah Cirebon made a delegation of duties and authority of the management into the organizational structure of the pesantren, with the aim of ensuring coordination between the authority of duty holders and responsibilities according to the provisions. This division of tasks and authority allows it to be distributed in a balanced manner according to each tupoksinya so as to create a solid team work. Related to strategic implementation as previously explained, the formulation of vision, mission, goals, strategies, and objectives is contained in a

strategic plan that was previously discussed at the pesantren working meeting, then determined by the head of the pesantren and socialized to all pesantren residents. The work plan is then used as a study material for the determination of the pesantren budget work plan (RKAP) which develops a program of 8 national education standards, namely: curriculum standards (content), graduate competency standards, process standards, human resource standards, facilities and infrastructure standards, management standards, financing standards, and assessment standards. The strategic implementation in improving the quality of the pesantren is through the development of programs, budgets, and procedures.

The evaluation carried out by Pesantren Al Bahjah Cirebon is intended to ensure that the management system that has been prepared in the planning stage can be implemented consistently, and is an effort to find weaknesses so that corrective action can be taken barriers to the implementation of modern pesantren management in realizing global competitiveness at Pesantren Al Bahjah Cirebon include: Human Resources (HR), Infrastructure Facilities, and Financing. Solutions in Overcoming Obstacles to the Implementation of Modern Pesantren Strategic Management in Realizing Global Competitiveness at Pesantren Al-Bahjah Cirebon include:

- a. Human resources (HR), namely managers must understand the concept of management properly and perfectly, with the aim that the work being carried out by the manager can be carried out systematically and measurably and with quality. To develop the quality of pesantren through a better teaching and learning process

by using interesting and varied methods, models and media according to the subject matter. A teaching and learning situation in which there is a process of interaction between the head of the pesantren, teachers and students in an effort to achieve the expected learning objectives. Efforts towards improving learning are aimed at achieving the ultimate goal of education, namely the formation of children's personalities who are independent, disciplined, and responsible in all respects. The ability of the head of the pesantren and other pesantren personnel to implement strategies in pesantren management is very important in relation to the skills of the head of the pesantren as a leader and the head of the pesantren as a professional who is responsible for the learning progress of students. The need to improve the ability of teachers and pesantren principals in the field of Information and Communication Technology (ICT).

- b. Facilities and infrastructure, namely procuring, utilizing and maintaining educational facilities and infrastructure, pesantren residents in collaboration with related agencies, the business world and the industrial world, community members or pesantren committees.
- c. Education financing, namely: optimizing the use of funds effectively and efficiently and the importance of community or pesantren committee participation in fulfilling pesantren funding.

4. Conclusion

Based on the results of the study, it shows that in general, the strategic management of Modern pesantren in realizing global competitiveness in 3 (three) pesantren has been carried out in accordance with the management function and has also followed the national standards of education but has not had an optimal impact because it is still constrained in terms of internal factors.

Analysis of the strategic environment of pesantren in realizing global competitiveness carried out in the three pesantren in Cirebon district, is in accordance with management theory which includes internal environmental analysis, external environmental analysis and SWOT analysis ((Strength, Weakness, Opportunity, and Threat), to analyze strength, weakness, opportunity and threat factors. Strategic planning of modern pesantren in realizing global competitiveness carried out in the three pesantren in Cirebon district, is in accordance with management theory, carried out by formulating the vision, mission, goals, quality objectives of pesantren, strategies and policies.

The strategic implementation of modern pesantren in realizing global competitiveness carried out in the three pesantren in Cirebon district is in accordance with

management theory, contained in the development program of 8 National Education Standards (development of graduate competency standards, content standards, process standards, assessment standards, educator and education personnel standards, facilities and infrastructure standards, management standards, and financing standards), budgets and procedures. The strategic evaluation of modern pesantren in realizing global competitiveness implemented in the three pesantren in Cirebon Regency is in accordance with management theory, carried out programmatically through monitoring and evaluation activities, school self-evaluation, accreditation and performance evaluation, but has not yet had an optimal impact.

Obstacles in the strategic implementation of modern pesantren in realizing global competitiveness carried out in the three pesantren in Cirebon district are related to cultural barriers, structure, vision and mission, managerial, human resources, facilities and infrastructure and financing. Solutions to overcome problems in the implementation of strategic management of modern pesantren in realizing global competitiveness carried out in the three pesantren in Cirebon district anticipatively through a collaborative and cooperative approach so that managerial duties can run according to predetermined standards.

Declaration and statements

Ethical Consent

Not required

Conflict of interest

The authors do not have any conflict of interest.

References

- Abdullah, Irwan dan Muhammad Zain & Hasse J (Eds). (2008). *Agama, Pendidikan Islam dan Tanggung Jawab Sosial Pesantren*, Yogyakarta: Sekolah Pascasarjana UGM bekerja sama dengan Pustaka Pelajar.
- Abdurrahman Mas'ud, *Dinamika Pesantren dan Madrasah* (Yogyakarta: Pustaka Pelajar, 2002)
- Abdurrahman Wahid, *Tradisi, Menggerakkan Esai-Esai Pesantren* (Yogyakarta: LKIS Yogyakarta, 2001)
- Abuddin Nata, *Manajemen Pendidikan*, (Jakarta: Kencana Perdana Media Group, 2010), cet ke-4.

- Agustina, Athiyaty, WS (2017). *Implementasi Manajemen Strategi di SMPN Satap 2 Tellu Limpoe Bone Sulawesi Selatan*. Jurnal Pendidikan. Volume 17 No 2, September 2017:113-120. <https://ejournal.umm.ac.id/index.php>
- Armstrong, Michael. *Seri Pedoman Manjemen, Manajemen Sumber Daya Alam*. (Jakarta: Gramedia, 1994).
- Arikunto, Suharsimi. *Manajemen Penelitian*, (Jakarta: Rineka Cipta, 2010) Arikunto, Suharsimi. *Prosedur Penelitian, Suatu Pendekatan Praktek*, (Jakarta: Rineka Cipta, 2002).
- Azizy, A. Q. A. (2002). *Memberdayakan Pesantren dan Madrasah'*, dalam Ismail S.M. dkk. (ed.), *Dinamika Pesantren dan Madrasah*. Yogyakarta: Pustaka Pelajar.
- Bandur, Agustinus. *Penelitian Kualitatif* (Jakarta: Mitra Wacana Media, 2016)
- Bogdan, R.C & S.K. Biklen, *Qualitative, Research for Education: An Introductioonto Theory and Methods*, (London: Ally and Bacon, inc. 1998)
- Creswell, John W. *Penelitian Kualitatif dan Desain Riset; emilih diantara Lima Pendekatan*. (Yogyakarta: Pustaka Pelajar, 2015)
- Dafi, Richad. L. *New Era of Management*, (Jakarta: Salemba 2010)
- David, Ferd R. *Konsep Manajemen Strategik*, (Jakarta: Salemba, 2010)
- Denzin, Norman K. dan Yvonna S. Lincoln, *Handbook of Qualitative Research*, (California: Teller, Road Thousand Oaks, 2008)
- Dirjen Depag, *Pola Pengembangan Pondok Pesantren*, (Jakarta: Proyek Peningkatan Pendidikan Luar Sekolah Pada Pondok Pesantren, 2003)
- Effendi, Djohan. *Pembaruan T'anpa Membongkar Tradisi* (Jakarta: Kompas, 2010) f Faisal, Sanapiah, *Peneltan Kualitatf: Dasar-Dasar dan Aplikasi*, (Malang: YA3, 1990)
- Freeman, R. Edward, *Strategik Management*, diterjemahkan oleh Moh.Masud dengan judul *Manajemen Personalia*, (Jakarta: Erlangga, 1996)
- George R. Terry dan Laslie W. Rue. *Dasar-dasar Manajemen*, (Jakarta: Bumi Aksara, 2005)
- Handoko, T. Hani. *Manajemen*, (Yogyakarta: BPFEE, 2012)
- Maksum Mukhtar, *Madrasah: Sejarah dan Perkembangannya*, (Ciputat: Logos Wacana Ilmu, 2001)
- Maliki, Noval, *Pesantren di Era Disrupsi*, (Pati: Maghza, 2023)
- Mamullang, M. *Dasar-Dasar Manajemen*, (Yogyakarta: Gajahmada Universitas Press, 2006)
- Melayu SP. Hasibuan, *Manajemen Sumber Daya Manusia*, (Jakarta: Bumi Aksara,2014)
- Mulyasa, *Manajemen Berbasis Madrasah: Konsep.Strategi, dan Implementasi*, (Bandung: Remaja Rosdakarya, 2005)
- Nata, Abudin. (2006). *Modernisasi Pendidikan Islam di Indonesia*, Jakarta: UIN Jakarta Press.
- Nawawi, Hadari. *Manajemen Strategik Organisasi Non-Profit Bidang Pemerintah*, (Yogyakarta: Gajah Mada University Press, 2005)

- Undang-Undang Dasar Negara Republik Indonesia Tahun 1945 Pasal 31 Ayat 1, tentang Hak Warga Negara Mendapatkan Pendidikan.
- Undang-Undang Republik Indonesia Nomor 20 Tahun 2003, Tentang Sistem Pendidikan Nasional.
- Peraturan Pemerintah Republik Indonesia Nomor 19 Tahun 2005, Tentang Standar Nasional Pendidikan (SNP).
- Permendikbud Nomor 32 Tahun 2013, Tentang Standar Nasional Pendidikan
- Peraturan Pemerintah Nomor 13 Tahun 2015, Tentang Standar Nasional Pendidikan
- Peraturan Pemerintah Nomor 57 Tahun 2021, Tentang Standar Nasional Pendidikan
- Peraturan Pemerintah Nomor 4 Tahun 2022, Tentang Standar Nasional Pendidikan
- Peraturan Menteri Pendidikan dan Kebudayaan RI Nomor 28 Tahun 2016 Tentang Sistem Penjaminan Mutu Pendidikan Dasar dan Menengah
- Permendiknas Nomor 13 Tahun 2007, Tentang Standar Kepala Sekolah/ Madrasah.
- Permendiknas Nomor 28 Tahun 2010, Tentang Fungsi dan Peran Kepala Sekolah.
- Permendiknas Nomor 19 Tahun 2007, Tentang Standar Pengelolaan Pendidikan Dasar dan Menengah.
- Permendikbud Nomor 20 Tahun 2016, Tentang Standar Kompetensi Lulusan Pendidikan Dasar dan Menengah.
- Permendikbud Nomor 6 Tahun 2018, Tentang Penugasan Guru Sebagai Kepala Sekolah.
- Permendikbudristek Nomor 40 Tahun 2021, Tentang Penugasan Guru Sebagai Kepala Sekolah.
- Sutikno, A.T. (2016). *Majanemen Strategik Pendidikan Kejuruan dalam Menghadapi Persaingan Mutu*, Jurnal Teknologi dan Kejuruan. Vol.36. journal.um.ac.id.