THE APPLICATION OF STRATEGIC MANAGEMENT FUNCTIONS TO IMPROVE THE QUALITY OF ISLAMIC BOARDING SCHOOLS

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Keyword	ABSTRACT
Strategic Management, Quality Improvement, Islamic Boarding School	One of the factors that play an important role in improving the quality of education is strategic management. The purpose of this research is to find out, examine, analyse, and understand in depth 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 realising the goals of Islamic boarding schools Nurul Huda and At-Thaariq Garut. This study uses a qualitative approach with a descriptive-holistic method and case study analysis to analyse the use of supporting tools for management practices. Based on the research results, Pondok Pesantren Nurul Huda and Pondok Pesantren At-Thaariq Garut have implemented strategic management, which includes planning, directing, supervising, and evaluating, involving all divisions to achieve educational goals. However, obstacles such as lack of synergy, discipline, understanding of tasks, and conflict of orders between leaders still hinder the optimal implementation of strategies. In conclusion, to achieve better results, pesantren needs 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 pesantren achieve their vision, mission, and expected education quality.

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A. 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 emphasising the importance of morals in social life (Daulay 2001). Pesantren is a unique educational model owned by Indonesia. One of the advantages of pesantren lies in its ability to create a universal and equitable attitude to life for all students. Thus, the students become more independent and do not depend on specific individuals or community institutions (Wahid 1999). In addition, pesantren cannot be separated from society (Anwar and Rosyad 2021).

Dhofier (1994) categorised pesantren into two variants based on his study of pesantren inclusiveness in social change. The first variant is called Salafiah pesantren, which maintains the tradition of teaching Islamic classics (*turats*) as the main focus of education. The class system (*madrasah*) supports the slogan teaching system practised 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 pesantren is divided into three parts: traditional (salaf or salafiyah), modern, and comprehensive-integrated (Ishaq 2018). In fact, in its development, the typology of pesantren developed based on the ideological constructionism of kiai and their followers, such as research (Bruinessen 1999; Bubalo and Fealy 2007; Hasan 2021; Hefner and Zaman 2010), which concluded that there were new variants of Salafi and scriptualist pesantren in Indonesia.

The ability of pesantren to continue to exist and be recognised 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 Masruri, Ali, and Rosadi (2021) the success of an education system, including Islamic boarding schools, is determined by 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 (Suherman and Cipta 2024).

Changes in the pattern and system of education in pesantren are a response to the modernisation of Islamic education and socio-economic changes in society. Azyumardi Azra (1999) suggested four pesantren responses to modernising Islamic education. The first is renewing the substance or content of pesantren education by including general and vocational subjects. Second, methodological reforms, such as using classical systems and grading in teaching. Third, institutional renewal, such as changes in pesantren leadership and diversification of educational institutions. Fourth, the renewal of educational functions should also include socio-economic functions.

By making these changes, pesantren try to keep up with the times and fulfil society's educational needs and socio-economic demands. 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 also influenced by the application of management functions. Management is a series of planned activities to achieve organisational goals by utilising available resources effectively and efficiently. Kaplan and Owings (2015) state that management is a process or framework which involves guiding or directing a group of people towards organisational goals or

fundamental objectives. Management is an activity, the implementation of which is called a manager or manager.

Koontz and O'Donnell (1970) define educational management as planning, organising, mobilising and controlling organisational resources (including human, financial and material) to achieve predetermined educational goals. Planning involves making decisions and setting educational goals, while organising involves arranging and managing organisational resources (human, financial and material) to achieve the set educational goals effectively. Mobilising involves motivating and mobilising organisational resources to work effectively and efficiently while controlling and evaluating the process and outcomes 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 organisation or company. Strategic management involves environmental analysis or observation (external and internal), strategy formulation (strategic planning or long-term planning), strategy implementation, and evaluation and control. One of the hallmarks of strategic management is the emphasis on strategic decision-making. Meanwhile, according to David and David (2016), there are three stages in the strategic management process: formulation, implementation, and strategic assessment (evaluation).

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

Competition in education is almost the same as business competition. From the side 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 the competition. Strategic planning is an important first step in the Islamic Education Foundation's strategic management. Establishing an organisational structure and job description by the principal helps develop a clear strategic plan. In this case, the principal is key 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, aesthetics, etc. Meanwhile, the strategic definition of quality is the ability of a product or service to fulfil customer wants or needs. According to Vincent (2001), quality is defined as the totality of product characteristics that support its ability to satisfy specified or specified needs. Meanwhile, according to (Sallis 2002), quality improvement is becoming increasingly important for institutions because it allows them to gain better control through internal efforts. Educational institutions must demonstrate their ability to provide quality education to learners. Quality is what distinguishes between good and evil, 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 achieving a good position amid competition in the increasingly competitive world of education.

Sallis' statement can be related to the quality of education. As mentioned earlier, improving the quality of education is a fundamental goal for every educational institution. However, the concept of education quality is often complex and difficult to define clearly. Different opinions arise regarding 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 must implement a systematic and continuous improvement process to improve quality. This approach involves continuously identifying and addressing weaknesses, optimising processes, and improving efficiency and satisfaction. The main goal of continuous improvements is to improve 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, focusing on customer satisfaction (learners, parents and communities). It involves the involvement of all components in the school, producing quality graduates, and the commitment of all parties to achieve this goal. Improvement efforts are carried out continuously and sustainably (Kuntoro 2019).

A solid management concept is needed to achieve the goal of developing the quality of pesantren education institutions. According to Terry and Leslie W (2021), some relevant management functions divide the essential functions of management into four functions: planning, organising, actuating and controlling. Thus, every Islamic education institution must compile, implement, monitor and evaluate the plan of an Islamic education activity in the future. The four functions are interrelated, so if implemented correctly, it can be ascertained that the Islamic education institution will be able to achieve the expected target. Education in Islam should be managed as well as possible. Islamic education management is one way to improve the quality of life of the 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.

Several research results apply quality improvement management in pesantren, such as research Fachrudin (2021), which emphasises that pesantren-based school management aims to optimise the utilisation and empowerment of all existing resources in schools and pesantren to achieve goals effectively and efficiently, concerning national education standards. Efforts to develop formal schools by pesantren are carried out professionally. 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 conducted within the pesantren environment. Thus, fostering achievements, both academic and non-academic, can be done optimally.

In his research, Kuntoro (2019) further concluded that good planning and decision-making are necessary to formulate a clear and achievable vision, mission, goals, and curriculum. An effective organisation with a clear structure from the foundation, pesantren leaders, schools, teacher staff, education personnel, and school committees. Clear leadership and avoid double positions or double functions. This is

important for more efficient control. Implementation of control or control periodically. The goal is not only to find mistakes or shortcomings but to improve and increase goodness in the future.

Another perspective, Mubarok (2019), emphasises the importance of Islamic education institutions' focus on improving the quality of education, starting from the Diniyah Madrasah level to Islamic higher education. The management of Islamic education institutions must focus on efforts to improve quality through improvements in 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. Islamic education institutions are expected to experience quality improvement and achieve the established national education standards by reviewing and improving these aspects.

Nurul Huda Garut Islamic Boarding School and At-Thaariq Islamic Boarding School are institutions that are the centre of excellence for Islamic education in the Garut Regency, especially in studying the Yellow Book and the students' religious activities. Both boarding schools are currently trying to implement management functions to improve the quality of the boarding schools. Based on the author's observation in the initial observation on 1 November 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 memorising the Quran, tahsin Al-Qur'an, muhadhoroh, nahwu short, fiqh, and yellowclassical books. Nurul Huda Garut Islamic Boarding School and At-Thaariq Islamic Boarding School organise the study of the students' yellow classical books. It is not enough to have achievements; they must also have morals because morals are important as a controller for them to be more civilised and ethical in community life. However, the obstacle is that with the many activities and learning activities in the hut, sometimes there are also 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 implementing strategic management in pesantren. It is intended to make a new contribution to the understanding and practice of developing the quality of education in the pesantren environment. This study may explore new approaches, innovative strategies, or best practices that can be applied in the context of pesantren. This study aims to identify key factors that affect the quality of education in pesantren, the development of more effective and relevant quality management models, or research into the successful implementation of quality management in pesantren. The study may also involve empirical research or the development of a new conceptual framework to understand and improve the quality of education in pesantren.

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 education. The results of this study are expected to provide practical and relevant recommendations that pesantren can implement 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: (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 school.

B. METHOD

This research examines Pesantren Nurul Huda and Pesantren At-Thaariq Garut's implementation of strategic management. The approach used in this research is qualitative, and the goal is to obtain a holistic and descriptive understanding of the efforts of Pesantren Nurul Huda and Pesantren At-Thaariq Garut in implementing quality management in the institution. 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 research was conducted from October to November 2024. The data sources include documents, recordings, archives, interview results, direct observation, participant observation, and physical devices such as videos and images. The data used consisted of primary data and secondary data. Primary data includes information about the practice and construction of quality management in Pesantren Nurul Huda and Pesantren At-Thaariq Garut and the relationship and influence of strategic management practices on implementing quality management concepts. Secondary data includes supporting data that helps understand and analyse the phenomenon under study (Creswell 2014; Flick 2009).

The data collection for this research was selective; only data relevant to the research were collected. The data collection methods used include documentation, observation, and interviews. 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.

C. RESULT AND DISCUSSION

In summary, based on the results of documentation studies, observations, and conversations with several preacher figures 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 usual in managing a Pesantren educational institution, various management functions are carried out. These functions include planning, directing, supervising and controlling, leadership, labour management, and performance evaluation or assessment. These functions are carried out by various divisions and work structures ranging from the leadership, human resources and organisational departments, finance, and public relations to special divisions related to institutional and educational quality assurance.

Based on the interview, the management of Nurul Huda Islamic boarding school explained that planning in the pesantren is done collaboratively, involving all elements 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 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 their targets effectively while maintaining their values as a religious and character education centre.

The planning function, for example, can be seen in how Pesantren Nurul Huda and Pesantren At-Thaariq Garut formulate their vision, mission, goals, and objectives to be achieved within a certain period. This function in practice involves all elements and departments that have been structurally and functionally divided related to the implementation of education in Pesantren Nurul Huda and Pesantren At-Thaariq Garut itself. In the context of pesantren institutions, this planning function is not only focused on how the institution can achieve a specific economic value but, more than that, 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 pesantren can be seen in several important aspects. Both recognise the importance of careful planning, environmental analysis, and practical implementation to achieve long-term goals. The Nurul Huda boarding school administrator 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 Wheelen et al. (2015) Strategic Management Theory, which emphasises internal and external environmental analysis and strategic planning, both pesantren have shown an understanding of the importance of these strategic steps. For example, in Pondok Pesantren Nurul Huda, 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 aligns 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 have started this process well. However, challenges such as limited resources and infrastructure are still faced by both pesantren, which, according to them, need to be overcome through strengthening internal synergy and improving the management skills of the administrators.

Strategy formulation and implementation: Both pesantren apply a participatory approach involving all institution components, including 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 or strategic planning involves various elements, which aligns with Hunger & Wheelen's (2003) view that strategic management includes strategy formulation and implementation.

Strategy implementation in both pesantren also involves the implementation of specific programmes tailored to each pesantren's vision and mission. In Nurul Huda pesantren, for example, a programme 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 designed for long-term planning.

Evaluation and evaluation control are part of strategic management in both pesantren. 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 direct monitoring in the field, as well as collecting input from students, teachers, and staff. This evaluation process shows that both pesantren have carried out the evaluation and control stages, as suggested in Hunger & Wheelen's strategic management theory. This evaluation allows both pesantren to achieve their strategic goals while correcting shortcomings consistently. According to Hunger & Wheelen (2003), evaluation and control are important steps in strategic management to ensure that the expected goals run the strategies formulated and implemented.

Strategic management practices at Pesantren Nurul Huda and Pesantren At-Thaariq Garut are generally more top-down. All elements and staff responsible for the institution's management and the implementation of pesantren education will carry out their duties and functions according to the directions or commands 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 the Nurul Huda and At-Thaariq Garut Islamic boarding schools has covered all aspects described in Hunger & Wheelen's theory of strategic management. Both pesantren have conducted environmental analysis, strategy formulation and implementation, and evaluation and control. Although there are obstacles, such as limited resources, with a participatory and collaborative approach, this pesantren formulated and implemented long-term strategies based on both institutions' vision and mission.

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:

Firstly, there is still a lack of synergy between policy making and policy implementation at Pesantren Nurul Huda and Pesantren At-Thaariq Garut because of the mismatch of human resources with the desired expectations. If employees do not have the qualifications, skills, or knowledge of the assigned tasks, the implementation of management functions will be hampered. One of the inhibiting factors is the inability

to run all the programmes that have been set. If the programmes are not implemented correctly, the expected educational goals will not be achieved.

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

Thirdly, 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 programme implementation will be disrupted. If staff and teachers do not clearly understand their duties and responsibilities, coordination between individuals and departments within the boarding school will be disrupted. Lack of coordination can lead to 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 programmes.

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

Based on David & David's (2016) strategic management theory, there are three main stages in the strategic management process: formulation, implementation, and evaluation. The strategy formulation process includes the development of a vision, mission, goals, and strategic plans that will form the basis of the organisation's operations. In Pesantren Nurul Huda and Pesantren At-Thaariq, the lack of synergy between policymaking and implementation indicates a weakness in the strategy formulation stage. The mismatch of HR qualifications with the 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 programmes that have been set, so the expected educational goals are not achieved.

Implementation In the implementation stage, the formulated strategies are translated into concrete actions. This is where the role of discipline, coordination and compliance becomes crucial. 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 the teaching and learning process and reduces the effectiveness of educational activities. This indicates that implementing strategies in pesantren is less effective because there is no adequate control and supervision

mechanism to ensure santri compliance. In addition, the lack of staff and teachers' understanding of their duties hinders coordination and collaboration within the boarding school, ultimately reducing the effectiveness of implementing planned programmes.

Strategic Assessment Process (Evaluation) Strategic assessment involves measuring and evaluating the results of implemented strategies to ascertain whether organisational goals are being achieved or adjustments are needed. In this case, the difference in orders between different leaders in the boarding school indicates a problem in evaluation and control. When directives from leaders are inconsistent, it creates confusion among staff and teachers, ultimately hindering the implementation of the established programme. Practical strategic assessment should include efforts to evaluate all parties' adherence to the organisation's vision and mission and ensure that all stakeholders have the same understanding of the programme priorities. Without proper evaluation, pesantren 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 based on the internal capacity of the pesantren. At the implementation stage, the pesantren needs to implement a more muscular discipline system and ensure a clear understanding of the duties of each staff. Finally, at the assessment stage, leaders need more consistent evaluation and coordination to avoid confusion in programme implementation. By making improvements at each stage, pesantren are expected to increase the effectiveness of their strategic management and achieve optimal educational goals.

Solutions to Improve Education Quality Through Strategic Management

In order 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 and ensure the implementation of strategic management runs optimally, according to the theory of David and David (2016).

In the first stage, namely strategy formulation, pesantren must conduct a comprehensive needs analysis of human resources (HR) and infrastructure needed to achieve institutional goals. By analysing the needs appropriately, the boarding school can ensure that each staff and teacher has competencies relevant to the position and assigned tasks. This process may involve more 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 alignment and a shared understanding of the goals to be achieved. The resulting plan is more realistic and sustainable, with synergy in strategy formulation.

The second stage, strategy implementation, emphasises the importance of implementing an effective supervision system to improve discipline among students, staff, and teachers. Good discipline is essential in 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, pesantren can conduct orientation and training programmes for all staff and teachers to ensure that each individual clearly understands their roles and responsibilities. Furthermore, regular discussion forums, such as monthly meetings between leaders and staff, are needed to improve coordination and communication to harmonise understanding and reduce conflict or confusion in executing orders.

The last stage is strategy evaluation, where pesantren needs a comprehensive evaluation mechanism to assess the effectiveness of programme implementation, discipline, and individual performance. The evaluation should include an assessment of the success of the programme implementation and the effectiveness of the strategies that have been implemented. Pesantren can implement a feedback system where 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 involving a specialised 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 are expected to improve the quality of education and strengthen their management effectiveness. Better implementation at the strategy formulation, implementation, and evaluation stages will help Pesantren overcome the obstacles faced and achieve optimal educational goals.

D. 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, the pesantren should improve the analysis of HR needs at the strategy formulation stage, implement a stricter discipline system at the implementation stage, and conduct consistent evaluation at the assessment stage. With structured solutions at each stage, pesantren are expected to improve the quality of education and the effectiveness of management to achieve strategic goals better. This finding implies the importance of a collaborative and comprehensive approach in strategic management to ensure the achievement of the pesantren's vision and mission and forming students who excel in religious and academic knowledge.

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