

IMPLEMENTING MANAGEMENT STRATEGY IN DEVELOPING THE QUALITY OF ISLAMIC EDUCATION AT PONDOK DARUL ARQAM ISLAMIC BOARDING SCHOOL MUHAMMADIYAH GOMBARA MAKASSAR CITY

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Abstract: This study is research with a qualitative approach. The location of this research is at the Darul Arqam Muhammadiyah Gombara Islamic Boarding School, Makassar City. Data collection was carried out through observational data collection, in-depth interviews, and documentation, while data analysis used qualitative descriptive analysis techniques, and was processed in 3 ways; data collection, data reduction, data presentation, and verification or drawing conclusions. The results of this study show that strategic management of Darul Arqam Muhammadiyah Gombara Islamic Boarding School, includes Development of vision, mission and goals, analysis of internal and external factors, and formulation of strategies, Implementation of strategic management, Monitoring and strategic evaluation. It also found that Darul Arqam Muhammadiyah Gombara Islamic Boarding School demonstrates the quality of Islamic education with an increasing number of students, more complete facilities and infrastructure, an increasing human resource capacity, and graduates with enhanced competence.

Keywords: *Implementation, Strategic Management, quality of education*

INTRODUCTION

Education is the foundation of human life, the problem of education is a complex activity, includes various broad and regular components, so the various elements involved in educational activities need to be explored. For this reason, granting extensive autonomy to educational institutions in developing curriculum, teaching methods, and evaluation systems reflects the government's concern for improving the quality of education. This autonomy demands a more conducive management approach to support the progress and existing systems within educational institutions.

Good quality has standards. Consequently, nationally enacted education quality standards, which are called the National Education Standards. In article 2 paragraph 1 PP No. 4 of 2022 amendment from PP No. 57 of 2021, it is stated that the scope of the National Education Standards includes: (1) content standards; (2) process standards; (3) graduate competency standards; (4) standards for educators and educational staff; (5) facilities and infrastructure standards; (6) school management standards; (7) financing standards, and (8) educational assessment standards.

Mastuhu as quoted by Damopolii, (2011) specifically stated the purpose of Islamic boarding school education, that is to create and develop Muslim personalities, which are

personalities who believe and fear God, have noble character, benefit society or serve society by becoming subjects or community servants, namely being a public server like the personality of the Prophet Muhammad S.A.W (following the Prophet's sunnah), being able to stand alone, free and firm in personality, spreading religion or upholding Islam and the glory of Muslims in the midst of society ('izzul Islam wal Muslimin), and loving knowledge in order to develop the Indonesian personality. Ideally, the development of personality aims for the attainment of the "muhsin" personality.

Improving the quality of Islamic education is an important first step that must be taken. Quality improvement must be carried out thoroughly by using and empowering all aspects of existing resources. The basic strategy for improving quality is through enhancing all aspects of Islamic education management, starting with the improvement of educational staff, students, curriculum, learning processes, educational facilities and infrastructure, finances, and community relations.

Darul Arqam Muhammadiyah Gombak Makassar Islamic Boarding School was founded on April 14, 1971. In this development, this boarding school has experienced ups and downs. Due to the demands of the community which wants quality educational institutions, the management of the boarding school has gradually shifted from traditional to modern management. This change can be seen in terms of: *First*, the charismatic leadership model of the Kyai is

developed into a semi-bureaucratic organization where there is still the authority of the Kyai, but there is still a bureaucratic factor that is created as an organizational controller. *The second* is an increase in human resources by looking at the educational background of the ustadz/ustadzah, most of whom are graduates of bachelor's and master's degrees. *The third* is to make *job descriptions* according to their respective departments, the schooling and lodging divisions are taken care of by authorized officials without interference from other people. By making the several of changes to the Darul Arqam Muhammadiyah Gombara Islamic Boarding School, it is growing in high quality, as a result, it has produced numerous high-achieving students and competent cadres for the Muhammadiyah organization. The quality of the Darul Arqam Muhammadiyah Gombara Islamic Boarding School in general has improved the process of good quality, this shows that the design concept is accordance with the model developed from several existing concepts and theories. On the other hand, there are problem with the process of achieving boarding school quality. The key problem that is growing is the ineffective management administration.

When analyzing the quality issues of Darul Arqam Muhammadiyah Gombara Islamic Boarding School, the starting point is all the advantages that lead to the success of the educational process with a target on the *output* produced. After that, this process is largely determined by the extent to which the principal's leadership management can build the excellence of the school. The problems that exist are often

created by the effectiveness of the management of the boarding school which has not been effective by the boarding school leadership (mudir) as the leader in the management of the boarding school and the low quality of education.

Based on the issues discussed above, the author is interested in conducting research on the **implementation of strategic management in the development of quality Islamic education at Pondok Boarding School Darul Arqam Muhammadiyah Gombara.**

RESEARCH METHODS

This study is a field research that adopts a qualitative approach with a descriptive analysis method. It aims to describe existing phenomena, providing a comprehensive understanding of the subject matter.

The research was conducted at Pondok Boarding School Darul Arqam Muhammadiyah Gombara, located in Biringkanaya Subdistrict, Makassar City, precisely on Ir. Sutami Street, South Sulawesi Province. This research is planned to be carried out for two months (January – February) in 2023.

Data analysis techniques in this study used non-statistical analytic inductive methods. The researcher used three approaches to analyze the data, including: First, data reduction, which is the process of selecting, simplifying, and transforming raw data using field notes as a starting point. Second, *displaying* data or presenting data is a way of compiling information for the purpose of drawing conclusions or

making recommendations within an organization. Third, verify or conclude data.

RESULTS

A. Strategic Management at Darul Arqam Muhammadiyah Gombara Islamic Boarding School

1. Vision, mission, and objectives of the Islamic Boarding School

a. Vision

Becoming a Holistically Progressive and Superior Islamic Boarding School Based on the Al-Qur'an and As-Sunnah

b. Mission

- 1) Carry out the arrangement and physical development of Islamic boarding schools
- 2) Carry out management administration with International Organization for Standarization.
- 3) Carry out learning according to content standards and graduate competency standards to master basic science and technology (IPTEKS), as well as religious knowledge holistically towards international standard boarding schools.
- 4) carry out training for prospective technocrat cadres
- 5) Carry out studies on the Al-qur'an, As-Sunnah, and other books as well as Hafidz Al-qur'an
- 6) Carry out training in Arabic, English and Mandarin
- 7) Implementation of worship development, noble character, morals, ethics, culture, and other manners

based on the Qur'an and Sunnah

- 8) Training life skills as a basic capital to build an independent life and family based on the Al-Qur'an and As-Sunnah
- 9) Implementation of Muhammadiyah organization cadre development
- 10) carry out intracurricular and extracurricular coaching

c. Objective

- 1) Realizing Muhammadiyah Islamic Boarding Schools with professional, modern, and Islamic governance.
- 2) Realizing a superior and quality generation towards the formation of Khairu Ummah.
- 3) Realizing Muhammadiyah cadres who possess sound beliefs, noble character, good health, broad knowledge, progressive thinking, and excel in various fields, while serving the community.
- 4) Realizing intellectual ulama tarjih cadres who are knowledgeable and possess the spirit of scholars as catalysts and enlighteners of the ummah.
- 5) Realizing Indonesian citizens who are faithful and pious towards Allah SWT.

2. Internal and External Environment Analysis

Environmental analysis is a school's effort to see strengths, weaknesses, opportunities, and threats. Environmental analysis is formulated through careful and detailed identification, observation, and analysis of the internal and external environment in consultation with

relevant parties to achieve the vision and mission successfully. By involving *Mudir*, Deputy *Mudir* 1 Curriculum, Deputy *Mudir* 2 Islamic Boarding Schools, Deputy *Mudir* 3 Facilities and Infrastructure, Head of Administration, Head of Finance, Head of Operations, Head of Middle School, Head of MTS, Head of MA, Head of Vocational School, Head of Islamic Boarding School, teacher, *musyrif/ musyrifah* analyzes the internal environment to identify potential strengths and weaknesses in order to maximize the potential to achieve the vision, mission and objectives of the Islamic boarding school.

In addition to analyzing internal factors, external factors also need to be analyzed, because in developing the curriculum of Islamic boarding schools, Islamic boarding schools need to collaborate with the outside world to improve the quality of education. The results of internal and external environmental analysis can be a factor in decision making and the development of strategic plans to improve the quality of education.

In this Islamic boarding school, the strength is being affiliated with the Muhammadiyah organization, which has a significant influence in the field of Islamic education. However, its weakness lies in the strong influence of the external world on the students. Additionally, there is a lack of complete facilities and infrastructure. The opportunity that the Islamic boarding schools have in the development of Islamic education is the strong interest of the community in enrolling their children in Islamic boarding schools, making it relatively easy to find students. Another opportunity is the

large number of people who aspire to have their children become hafidz Qur'an and Darul Arqam Gombara has a tahfidz institution which has been operating since 2018, many graduates have memorized 30 juz. In addition, government regulations that provide educational autonomy to Islamic boarding schools are also a support for us in developing our own curriculum. However, there are also many challenges. For example, many boarding schools are the same in all regions. The challenges of urban youth and the digital world are obstacles for the development of Islamic Education. (Subandi, 2023)

3. Strategic Plan

- a. Integrate the three curriculums into one and coordinate with the Ministry of Education and Ministry of Religious Affairs.
- b. Carry out LP2M curriculum workshops for teachers and LP2M makes a schedule and program to train teachers.
- c. Carrying out workshops on the preparation of learning tools, the implementation of learning has not been in accordance with the lesson plan.
- d. Strengthening skills, students are trained to practice with an introduction to Arabic, strengthening students' memorization.
- e. Creating a job market for boarding school graduates to open a superior program that is attractive to the community.
- f. Building facilities and infrastructure that support Islamic

Boarding School activities and programs.

g. Developing financial management procedures.

4. Strategy implementation

Strategic implementation is the implementation of programs that have been formulated in realizing the vision, mission, and goals of the boarding school, both short-term and long-term goals. Strategic implementation at Darul Arqam Muhammadiyah Gombara Islamic Boarding School consists of several activities, among others:

a. Creating an organizational structure

The organizational structure is made every year or every time there is a change in the leadership of the boarding school. The organizational structure consists of Mudir, Vice Mudir 1, 2 and 3, the person in charge of each program, and the head of the boarding school.

b. Setting up the budget

According to the head of the finance department, the budget of Darul Arqam Muhammadiyah Gombara Islamic Boarding School comes from development contributions for new students, monthly routine infaq students, assistance funds from the government, funds from Islamic Boarding School business units, and cottage donors. Although the budget is sometimes not maximized and there must be additional contributions, activities can be carried out according to what funds are available. (Badaruddin, 2023)

c. Developing and utilizing information systems

Information related to the boarding school can be accessed through the official website of the boarding school, social media accounts such as: Facebook, YouTube, and Instagram. (A.Taqiyuddin, 2023)

5. Strategy monitoring and evaluation

Indicators of the success of an educational institution in implementing the program can be seen from the suitability of the process and plan, consistency in achieving goals, effective and efficient use and utilization of resources, and the ability to guarantee the consistency of the process in achieving goals through an embedded control mechanism that is harmoniously intact in the monitoring system implemented at Darul Arqam Muhammadiyah Gombara Islamic Boarding School with the following steps, first, carry out planning activities, where the steps and procedures, content components to be monitored and evaluated already exist, the second is the implementation of the monitoring and evaluation activities themselves. Third, a report on the results of the activity in the form of a written report as material for evaluating and providing feedback on the implemented program. Next is an evaluation is carried out, so if any error or deficiency occurs it can be immediately addressed, and a solution is found.

B. Developing the quality of Islamic Education at Darul Arqam Muhammadiyah Gombara Islamic Boarding School

1. Curriculum

The curriculum at Darul Arqam Muhammadiyah Gombara Islamic Boarding School is guided by Content Standards which consist of Competency Standards/core competencies, and basic competencies that refer to the National Curriculum, Ministry of Religion Curriculum and ISMUBA Curriculum (curriculum issued by the Basic Education Council and LP2M PP Muhammadiyah). This Islamic Boarding School consists of 4 formal education units namely: Junior High School, Junior Islamic School, Senior Islamic School and Vocational High School. Each educational unit has a complete curriculum document.

Learning planning at Darul Arqam Muhammadiyah Gombara Islamic Boarding School was carried out very well, based on the results of researchers' observations of 4 teachers, all planning documents were available and well-organized. Researchers also conducted observations of 4 teachers with different subjects, interviewed these teachers, and interviewed 2 students in February 2023. Some facts that emerged during the learning process include: (a) The teaching and learning process is quite varied but still tends to be monotonous, (b) The response from the students is quite good, although there are still students who pay less attention, (c) The activities carried out in the teaching and learning process are quite varied, (d) The learning outcomes obtained are in the good category, with the percentage of students who score above the minimum completeness score of 75% and those who have not completed 25%.

The results of interviews with 2 students obtained information that students gave less positive responses to teachers who carried out non-various learning because they considered the teacher's delivery method to be less interesting and did not arouse curiosity.

2. Educators and Education Personnel

a. Academic qualifications of educators and education staff

There are 127 educators and educational staff at the Darul Arqam Muhammadiyah Gombara Islamic Boarding School, with educational qualifications including: Leadership element, 4 Doctoral graduates, 5 Master graduates, 9 Bachelor graduates and 1 Diploma graduate. Elements of education staff, 2 Master graduates, 17 Bachelor graduates, 2 Diploma graduate and 22 high school graduates. Musyrif/musyrifah elements and 18 hostel supervisors graduated from Bachelor graduates. Elements of Tahfidz Teachers and Trustees, 1 Doctoral graduates, 4 Master graduates, 40 Bachelor graduates and 1 Diploma graduate.

b. Competence of Educators and Education Personnel

Based on Law No. 14 of 2005 concerning teachers and lecturers, a teacher must have 4 competencies: personal competence, pedagogic competence, professional competence, and social competence. The competence of educators and education staff at the Darul Arqam Muhammadiyah Gombara Islamic Boarding School according to the Head of Senior Islamic School Darul Arqam (Subandi, 2023) is very adequate and meets competence. Both

seen from the competence of pedagogic, social, professional, and good personality. However, it must be acknowledged that there are still many teachers who do not have an educator certificate and are declared as professional teachers. Meanwhile, Deputy Mudir 2 of the Islamic boarding school (Ridwan Hamzah, 2023) stated that it was not as expected, this can be seen from the musyrif/musrifah who have not been optimal in providing guidance and there are still many musyrif/musrifahs who are pursuing a Bachelor's degree, and most of them are apprentices from Ma'had Al Bir University of Muhammadiyah Makassar.

c. The ratio of teachers, musyrif and students

The ratio of teachers and teaching staff at the Darul Arqam Muhammadiyah Gombara Islamic Boarding School has been met. All subjects have available subject teachers. And the obligation to teach for each teacher is a minimum of 24 hour/week. The ratio of musyrif / musyrifah to the number of students does not meet the ideal teacher ratio standard for junior high school level, 1 teacher is responsible for 32 students. Based on the results of research conducted by researchers at the Darul Arqam Muhammadiyah Gombara Islamic Boarding School, the number of students is 696, while the number of musyrif/musrifah is 18. This means that 1 musyrif/musrifah is responsible for 39 students, so the ratio of musyrif/musrifah to the number of students does not meet the ideal standard.

3. Graduate Competency

a. Academic Achievement

The quality of graduates at the Darul Arqam Muhammadiyah Gombara Islamic boarding school is in a good category, as explained by the head of Senior Islamic School that the percentage of graduates passing each year is 100% of students taking the National Examination, with the average certificate score in the last 3 years having increased (Subandi, 2023). Not only that, but many students are also accepted into various types of universities, in the world of business and industry. As stated by the head of the Vocational High School, many students are accepted at tertiary institutions and in the world of business and industry, so that what they get while participating in Reading and Writing Comprehension at this school is not wasted, and it can be applied in their daily lives. (Sappewali, 2023).

In addition, alumni of the Darul Arqam Muhammadiyah Gombara Islamic Boarding School are also scattered in various overseas universities, including: Haidir at Suleyman Demirel University Isparta Turkey, Muh. Afif Khalillah Al-Azhar University Cairo Egypt, Muh. Akbar Ridwan University of South Africa, Muh. Jufri University of South Africa, Muh. Jihad Samoddin Al-Azhar University Cairo – Egypt, Masykur Al Abdi Islamic University of Medina, Nur Inayah Amalia Akbar Al-Azhar University Cairo Egypt (M.Natsir, 2023)

The academic achievements of the students in the distinguished tahfiz program are highly commendable. On March 19, 2023, a tahfiz graduation ceremony was held for male and female students in the distinguished tahfiz program.

The following are the number of students who have achieved various levels of hafiz (memorization of the Quran): For male students: 15 students who have memorized 30 juz (complete Quran), 1 student who has memorized 20 juz, 1 student who has memorized 15 juz, 7 students who have memorized 10 juz, and 11 students who have memorized 5 juz. For female students: 1 student who has memorized 30 juz, 1 student who has memorized 25 juz, 3 students who have memorized 20 juz, 3 students who have memorized 15 juz, 3 students who have memorized 10 juz, and 4 students who have memorized 5 juz. (M. Ridwan Hamzah, 2023).

b. Non-Academic Achievement

The non-academic achievements of students and female students in 2021-2022 are very good and proud, including; 1st place at Makassar City level in Madrasah Science Competency in Integrated Chemistry in 2021, 1st Place in Makassar City level in Islamic High School Science Competency in Biology in 2021, National level finalist at Garuda Science Competition in 2022, 1st place at Pospeda Makassar City level for Arabic speech and discussion branches England in 2022, 1st place in the Pospeda team at the Makassar City level for the pencak silat branch in 2022, 2nd place in Porprov South Sulawesi, pencak silat branch in 2022, 1st place in hope for KSM Makassar City, integrated chemistry branch in 2022, 1st and 2nd place in English speech at the South Sulawesi Province level in 2022, 1st place in Syarhil Quran at the South Sulawesi Province level in 2022, 1st place Arabic Speech and Essay at the South Sulawesi

Province level in 2022, 3rd place in memorizing Arba'in hadith at the South Sulawesi province level in 2022, 1st place in the calligraphy competition at the South Sulawesi province level, 1st place in memorizing 30 Juz at the South Sulawesi province level in 2022 and 1st place in the Tent Tahfidz PWM South Sulawesi in 2022 in Bantaeng." (Subandi, 2023)

4. Management of Islamic Boarding Schools

The management of the Darul Arqam Muhammadiyah Gombara Islamic Boarding School is developing well. This is marked by management that is increasingly focused with the formulation of strategic plans outlined in short-, medium-, and long-term programs, the management program is carried out according to the provisions, the leadership of the Islamic boarding school has good performance in carrying out leadership duties and Islamic boarding schools to develop a management information system.

5. Facilities and Infrastructure

Adequate facilities and infrastructure are of course very important in education. With the facilities and infrastructure, of course, can support the learning process. Especially in today's modern era. The more rapid development of science and technology requires facilities and infrastructure that are very supportive. In general, the completeness of the advice and infrastructure at the Darul Arqam Muhammadiyah Gombara Islamic Boarding School is sufficient. This is marked by the completeness of Physical Facilities (classrooms, laboratories, teacher's room, library

room, etc.), Completeness of Learning Media, Completeness of textbooks. However, it still needs to be improved in terms of maintaining and caring for the facilities and infrastructure that are owned. Islamic boarding schools are continuing to build better facilities and infrastructure, so the learning process can proceed well. In addition, the existence of good and adequate facilities and infrastructure can make students more enthusiastic in learning. Which in the end can improve the quality of education.

6. Financing

Financial management at Darul Arqam Muhammadiyah Gombara Islamic Boarding School includes all activities related to efforts to obtain funds by minimizing costs and efforts to use and allocate funds effectively and efficiently. Islamic boarding school funding sources are incoming money for new students, monthly routine donations, school operational assistance funds, and other efforts made by the Darul Arqam Muhammadiyah Gombara Islamic boarding school in the form of Islamic boarding school business development. For the construction of facilities and infrastructure such as mosques, tahfidz buildings, outdoor fields were obtained from donations from benefactors who were managed directly by the construction committee. (Badaruddin, 2023)

Funds managed by Islamic boarding schools are allocated to finance Islamic boarding school programs such as: implementation of teaching and extracurricular activities, paying salaries of educators and staff, office and boarding

school operational expense, boarding school operational car installments, shopping for students' kitchen needs, electricity and services fee, rehabilitation of facilities and infrastructure, professional development of educators and staff, implementation of learning assessments and evaluations, purchase of office stationery and cleaning equipment, provision of learning multimedia tools

Financial management in this boarding school is carried out in a transparent, accountable, effective, and efficient manner. The preparation of the Annual Income and Expenses Budget Plan involves South Sulawesi Muhammadiyah Regional Leaders, Research institutions and community service, Islamic boarding school leaders, teachers, and staff. All payment transactions are made online and transferred directly to the Islamic boarding school account. Every month the finance department reports on the use of funds to the leadership of the Islamic boarding school and PW Muhammadiyah South Sulawesi. Periodically the internal audit team of the boarding school conducts audits. Meanwhile, school operational assistance funds for each Junior high school, Junior Islamic School, Senior Islamic School and Vocational High School, education unit were channeled by the government directly to their respective school accounts and their use was also handed over to each educational unit. (Badaruddin, 2023)

Based on the presentation of the results and discussion of the research above, it can be concluded that

CONCLUSION

1. Strategic management in improving the quality of Islamic education at the Darul Arqam Muhammadiyah Gombara Islamic Boarding School includes various activities carried out, namely: Development of vision, mission and goals, identification of internal and external factors through SWOT analysis techniques, preparing strategic plans, implementing strategies and, Monitoring and strategy evaluation.
2. The development of the quality of Islamic education at Darul Arqam Muhammadiyah Gombara Islamic Boarding School has experienced an increase from 2021 until now, this can be seen from the results of the implementation of strategic management namely increased performance of human resources, effective learning processes, increased student achievement, increased student competency standards, more complete facilities and infrastructure, more focused management of Islamic boarding schools and high community attractiveness.

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