

BENCHMARKING; ENHANCING THE ADVANTAGES OF LINGUISTIC COMPETITIVENESS IN ISLAMIC BOARDING SCHOOLS

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Abstract:

During the Covid-19 pandemic, SMA Nurul Jadid, Probolinggo, East Java created a quality assurance system to survive and win the rivalry between educational institutions. The researcher attempts to understand the meaning behind school quality assurance operations using a qualitative with case study. Interviews with school committees, principals, vice-principals, and teachers, as well as observations and documentation, were done in this instance. Data gathering, data reduction, display, and conclusion are all steps in the data analysis process. The findings revealed that SMA Nurul Jadid's quality assurance system was implemented and evaluated through systematic planning, including numerous school members and the community, quality assurance implementation, and evaluation. This study has implications for the significance of educational institutions maintaining excellence to sustain the public trust built up over the years.

Keywords : *Quality Assurance, National Education Standards, Covid-19*

Abstrak:

Di masa pandemi Covid-19, SMA Nurul Jadid, melakukan sistem penjaminan mutu agar supaya dapat survive dan memenangkan persaingan antar lembaga pendidikan. Peneliti berusaha untuk memahami makna dibalik aktivitas penjaminan mutu sekolah dengan menggunakan pendekatan kualitatif jenis studi kasus. Wawancara dengan komite, kepala, wakil kepala sekolah, dan guru, serta observasi dan dokumentasi dilakukan dalam riset ini. Pengumpulan, reduksi, penyajian data, dan penarikan kesimpulan merupakan langkah-langkah dalam proses analisis data. Hasil riset menunjukkan bahwa sistem penjaminan mutu di SMA Nurul Jadid dilakukan melalui perencanaan yang sistematis dengan melibatkan beberapa warga sekolah dan masyarakat, pelaksanaan penjaminan mutu, dan evaluasi penjaminan mutu. Penelitian ini memberikan implikasi terhadap pentingnya lembaga pendidikan dalam menjaga mutu sebagai bentuk dari menjaga kepercayaan masyarakat yang telah terbangun dengan baik terhadap eksistensi sekolah.

Kata Kunci: *Penjaminan Mutu, Standar Nasional Pendidikan, Pandemi Covid-19*

INTRODUCTION

Along with advances in information and technology, especially when faced with the era of globalization, it cannot be denied that we are required to prepare creative, innovative, and reliable resources, especially in the field of language (Farooq, 2018). The development of foreign languages is an activity that must be developed to increase the potential of the institution's help as the highest educational institution to respond to environmental needs continually and as the main foundation of Islamic boarding schools (Khojah & Shousha, 2020; Noor & Juhji, 2020; Manurung, 2020). Therefore, it is necessary to know that the existing environment is constantly moving, changing and has a significant influence on an institution, especially Islamic boarding schools. An institution should anticipate this change by preparing a strategy oriented towards improving the performance of its institutional resources. It is hoped that an institution will maintain its existence and increase its competitiveness (Kamil & Diyanti, 2020).

The Nurul Jadid Islamic Boarding School brings together two significant currents of traditional and modernity classified as Islamic Boarding Schools that provide formal education by implementing the national curriculum. Islamic Boarding Schools teach religious sciences in Madrasah diniyah (Zahroh, 2019). The primary mission of the Nurul Jadid Islamic Boarding School is to foster religious knowledge (*tafaqquh fi al-addin*) and develop to accept new ideas to realize the broader benefit of humanity. Benchmarking is needed to set standards and targets to be achieved within a certain period. One strategy that has been successfully implemented in improving the quality of pesantren services is the benchmarking strategy to find and imitate the best practice of management applied to the Nurul Jadid Islamic Boarding School (PIP, 2021).

The efforts of the Nurul Jadid Islamic Boarding School to develop the quality of institutional resources in the current era are demand and challenge for Nurul Jadid Islamic Boarding Schools to be innovative and creative in increasing the competitive advantage of pesantren (Iskandar & Widyastri, 2020). Good program management refers to each of its functions consisting of planning, organizing, implementation, monitoring, and evaluation (Shobirin & Hilmi, 2021). Foreign language development institutions as a form of relationship between students and the global world (Savchuk et al., 2019; Rozi et al., 2020)). Academic achievement of students in foreign language studies Nurul Jadid Islamic boarding school has several language programs that can support students' accomplishments in the form of foreign language development institutions; these programs are shaded by the Education Bureau, which is educative, constructive, and productive. Several institutions oversee foreign languages from junior high school to senior high school levels, formal and non-formal institutions, including Arabic, English, and Mandarin. Foreign language development institutions are a place for them to study and develop students' potential in language. Forms of learning activities in developing talents and potential for student achievement include foreign language debate activities, foreign language speeches, storytelling in foreign languages, expressing opinions in foreign languages, translation, and several other

activities. In the form of these activities that will support students to achieve efficient learning outcomes. We learn Arabic and English, but we also study Mandarin and learn about their cultures. Learning is carried out in institutions such as communicating in mandarin every day, TOEFL mandarin (HSK) courses, TOEFL, and routine activities every night to explore the potential talents of other students. The strategy to increase the institution's competitiveness is to have good relations and cooperation with external institutions and students' achievements. Collaboration with external institutions such as Confucius, LKPBT, and SIIBT in the scope of scholarships to study abroad and student achievements in developing their potential.

In pesantren institutions, quality assurance is often carried out to improve the resources and services of pesantren. This guarantee is given because the quality of the product produced or the management carried out is very likely not in accordance (lower) than the minimum standard that has been set. One of the efforts to ensure quality and improve the quality of services in Islamic boarding schools in Islamic boarding schools is by conducting comparative studies or benchmarking. that produces products or provides services by comparing the quality standards that have been formulated with the quality standards of other institutions (Suluri, 2019).

The challenges of education, social, cultural, transnational ideology, and the sharing economy with the presence of technological disruption require stakeholders to update the management system functions so that they can assess, examine, and provide alternative ideas and programs to achieve the big goals of the Nurul Jadid Islamic Boarding School which is the sustainability of the ideals. The founder's goal is to produce Kiai and strong Muslims who carry their religion wherever they are (PIP, 2021). These factors have become the allure of researchers to conduct comparative studies in linguistics to meet the community's high aspirations towards an institution that is recognized as a hallmark of the progress of an institution (Suyadi, 2020).

It is essential for the Nurul Jadid Islamic Boarding School, especially in this era that continues to change very quickly, globalization and things that can change the existing management system (Halifah, Suhendra, & Wulandari, 2020). Therefore, combining religious values and technology will feel more needed to face an era like today. Students who graduate from Islamic boarding schools need to be equipped with skills to strengthen further the role of competitiveness in society (Amadin, 2021). A sound management information system and advances in information technology for the smooth working of the fields involved, both on a small and large scale, are the quality of services provided to the community (Yunanri et al., 2021). As a result of work experience and training, employee knowledge and skills continue to grow (Syamsurizal, 2019); this can increase the competitive advantage of pesantren with good service to the community (Hidayatullah et al., 2019).

Several stages are carried out in benchmarking activities, namely planning, analysis, integration, implementation, and evaluation. The first step that must be done is planning the benchmarking process, what we need and what will be improved to be applied to the institution that carries out the

benchmarking. The second stage is analysis. Analysis of the data that has been collected is then processed; there are gaps and comparisons of what kind of performance process will be improved to be applied to the institution that carries out the benchmarking (Sumarto & Harahap, 2020). The third stage is integration. This integration is carried out if the analysis results show that the transformation to implement the new process is feasible and by the targets to be achieved at the Nurul Jadid Islamic Boarding School. The fourth stage of implementation. Implementation Benchmarking implementation must be followed by what has been planned and by new procedures that become a habit. The fifth stage of evaluation. Feedback and assessment are done by carefully observing what has been done and what results have been achieved (Suluri, 2019).

Research conducted by Sunaryo (2019) that Benchmarking is a powerful tool to improve quality on an ongoing basis. According to Halifah et al., (2020), benchmarking improves every given process by studying "best practice" rather than just measuring the best performance and actual implementation that leads to superior competitive performance. Kamil (2020) said that benchmarking pesantren develops a quality order and culture with monitoring, active commitment, competence, and evaluation to realize progress in implementing the standard pesantren plan in the linguistic field.

According to Irvan et al., (2020), one of the strategies that need to be done to maintain the existence of Islamic boarding schools is through the development of human resources to guarantee the quality of superior graduates produced by Islamic boarding schools. Likewise, Lestari et al. (2020) show that innovation has a significant effect on competitive advantage, meaning that if the implementation of innovation can be carried out properly, competitive advantage will increase and produce more diverse and exciting products. Hariana (2020) stated a significant favorable influence on the quality of pesantren resources and the image on competitive advantage.

Husna et al. (2021) stated that the concept of implementing Arabic and English language program learning could shape alumni to face challenges and be able to compete in the 4.0 revolution era. Prameswati et al., (2021) stated that the intensive program is mandatory in foreign languages to master and understand foreign languages and train students' language skills in the current era of globalization.

The new view that should be understood is that competition is not an excuse for not cooperating. Islamic boarding schools with superior competitiveness carry out creation, collaboration, and competition in encouraging active breakthroughs from the management system, pesantren culture, technology, and human resources (Mahardika et al., 2021). With the spirit of competition, educational institutions will always strive to develop themselves in a much better direction (Sukardi et al., 2019). They can strengthen themselves by increasing the value of competition by effectively implementing various lessons learned and possibly several other institutions facing similar problems (Kurniawan, 2020).

The Nurul Jadid Islamic Boarding School Paiton Probolinggo, East Java, attracted researchers to focus their studies on understanding and studying how to improve the competitive advantage of pesantren in the field of language with an excellent benchmarking strategy so that the development of this pesantren has received many awards, as well as achievements from both the district and national levels for Nurul Jadid's own Islamic boarding school.

RESEARCH METHODS

This research uses a qualitative case study approach to understand and analyze the strategic management of the Nurul Jadid Islamic Boarding School in increasing competitiveness in the linguistic field through a benchmarking strategy. The data is taken from information about benchmarking pesantren in language. The main instrument in this study is the researcher himself. The researcher interacts a lot with informants and digs a lot of existing data to explore information and empirical facts more freely so that the data obtained has high validity and can be justified scientifically, especially the data needed in research. To obtain complete and accurate data, researchers conducted field observations. To strengthen, researchers also conducted interviews with the education bureau, directors of institutions and deputy directors of foreign language development institutions, English Fosters, Regional Language Coordinators or KPIs, and institutional teaching staff.

The researchers' stages of data analysis were carried out by the previously determined method, which included managing and organizing data obtained through observation, interviews, and documentation with research subjects in the linguistic valley of Nurul Jadid Islamic Boarding School.

RESULTS AND DISCUSSION

The results showed that the pesantren benchmarking strategy increased the competitive advantage in the linguistic field of the Nurul Jadid Islamic Boarding School. Based on an interview with FQ as a member of the Islamic Boarding School's education bureau, Nurul Jadid said that "The Foreign Language Development Institute (LPBA) is an institution that oversees the linguistic field. LPBA is one of the institutions categorized as a well-structured institution, where the institution has been established for a long time." The planning and linguistic development of the Nurul Jadid Islamic Boarding School are contained in the vision and mission of the foreign language development institution itself with documentation studies, which is to become a leading institution in providing education, teaching da'wah, and studies based on Islamic boarding school values to produce graduates or outputs who are skilled in the language. Foreign. The vision is written in the profile book of foreign language development institutions, a separate policy, and a reference in applying foreign language learning at the Nurul Jadid Islamic Boarding School.

Internal and External Environmental Analysis

Internal analysis shows the results of an interview with Fyd, as the director of the foreign language development institution, who said, "The design for developing a bilingual curriculum in two languages." Language learning

here is also related to Islamic materials. Students who study Arabic are also required to study English and vice versa; students who study English must study Arabic. Both have an equally important role; this is because English is an international language, while Arabic also has a vital role for Muslims around the world because Arabic is an essential religious language to pay attention to in the current era of globalization, especially in international communication (Alam & Aktar, 2019; Husna et al., 2021).

Combining foreign languages with local languages is one of the strategies for developing language governance at LPBA. Fyd, as the director of the foreign language development institute, said that one of the wishes in improving the quality of language governance is "a combination of foreign languages and local languages. English learning is combined with Javanese, Arabic learning is combined with Madura and Javanese." The lesson plan includes everyday activities for foreign language learners in forming good communication. The use of more polite language to elders, such as "gratitude" and "thank full," both have the same meaning but different levels. The use of more polite language to older people but still uses a foreign language. This can be an innovation for students in developing their language governance potential. Applying foreign culture by adapting and maintaining the pesantren culture but still using foreign languages. Including intangible cultural heritage but owned by a group of people such as customs, language, and science (Ataç & Taşçı, 2020; Ariani & Novra, 2021).

As the deputy director of LPBA, WF stated that "Extras, teaching materials that are in the foreign language development institution of the Nurul Jadid Islamic Boarding School, are the most dominant, and the most supportive in linguistic institutions is the extra part." The theory in practice contained in the extra activity of how participants can carry the language well. At the same time, the support of the theory is in teaching and learning activities (KBM). The theory that is put into practice is extra, which is what students develop daily.

Not only theory and practice, but students also get a linguistic touch between the linguistic environment of the Nurul Jadid Islamic Boarding School with other pesantren environments which are different, and it has its own experience for students because of language interaction, if we have linguistic skills where we do not have communication to outsiders, usually the experience will stagnate. The experience was seen in students' creativity, such as magazines, where magazines became a forum for students to develop students' abilities and writing potential.

Career development of educators and linguistic staff development programs is carried out through potential foreign language competitions. In the potential of East Java, national or ASIA competitions indeed cannot be separated from learning within the institution itself. The strategy in increasing competitive advantage in the competition is used in various ways, meaning the effectiveness of the companion in guiding students who are interested in skills. For example, in one group, several people will be selected and divided by senior linguistic skills, linguistic skills that support debate will be placed in a debate group with the guidance and supervision of these senior skills and

speech and other skills. Students have been trained to develop their interests and skills for international events from an early age. So not when the competition is held, the new students are trained and accompanied. However, mentoring for students was carried out from the start, so there was no umbrella available before it rained. Moreover, when there is a competition event, the selection is appropriate to participate in the national level competition and those who are eligible to participate in the upper-middle class.

Besides, they have extra rights and obligations of OSIL (intra-institutional organization), namely NATO (Nahdatuttholabah) or FBI. Besides, they have rights and obligations there, but they also have to deepen (*taklid*), deepening skills according to their interests even though they do not have talent because if they match their interests and talents, the responses they get are only a few, but if they match their interests, they will get many responses. Because sometimes people are talented, but he is not interested in that field, and it is useless. Meanwhile, it can still be sharpened if someone is interested but does not have talent.

Fyd, as the director of the foreign language development institute, stated that "Foreign languages can also be civilizations and cultures." In the application of student learning, several parts can become civilizations and language culture, including: "Language, namely language" learning a foreign language is an ability that every human being can do. Solution or greeting, namely greeting, "Language can be an ordinary ability, people can communicate using a foreign language, it becomes an ordinary competence." Said Fid. Knowing and practicing foreign languages with the interlocutor through daily communication. "Meanwhile, when the character can absorb some of these cultures in positive terms for himself. Moreover, of course, this character is still accompanied by a religious community so that those of us who are learning the language do not let negative foreign cultures also enter." Character education is an integrative education that relies not only on developing students' cognitive competencies but also on ethical, moral, and spiritual cultivation (Sutrisna, 2021).

Table 1: External and internal analysis

Eksternal	Internal
<ul style="list-style-type: none"> • Institutional management system management • Development of foreign language governance • Language style • Language cultural behavior • Learning methods • Character building • Skill companion in the competition • Coaching of teaching staff when learning takes place 	<ul style="list-style-type: none"> • Management system management • Development of institutional curriculum design • Extra development, Intra-institutional organization • Accompanying students' linguistic skills • Educational career development • Development program

External analysis shows that the management system in developing the curriculum of foreign language development institutions is applied in all areas of Islamic boarding school; Nurul Jadid said that "Including the curriculum design of the work program of foreign language development institutions, namely inter-regional coordination. There are two mappings; the first mapping is the mapping in the foreign language institution's dormitory, which is intensive which is daily, the students who are in the intensive dormitory are required to use a foreign language every day for 24 hours, while the second mapping is extensive which is weekly, The lessons cover basic conversation.

The function of the foreign language institution's role is as a coordinator. Accommodating and assembling teaching staff or linguistic tutors in all areas of the Nurul Jadid Islamic Boarding School. in the application of foreign language learning in Nurul Jadid. So nature is only coordination, not to change the existing system in the area. This community service activity also focuses on mastering speaking skills (speaking skills), training students to practice daily life routines.

As a member of the education bureau, Fq said that efforts to achieve foreign language competitiveness of the Nurul Jadid Islamic Boarding School "LPBA also invites or invites international native speakers and sheiks from Middle Eastern countries or native Arabs as guests to fill in materials related to Islam." Santri can learn foreign language styles by communicating directly with Islamic materials. This is a form of motivation that can encourage students to develop language styles and governance. The motivation given by the teacher to the students is, of course as a spirit of learning for students in learning according to the background and culture that exists in the Nurul Jadid Islamic Boarding School.

From the explanation above, it can be illustrated that a good education will undoubtedly have a good impact and touch students' character. The teacher to students gives the touch, and good behavior can impact the learning behavior of participants. Character education functions to improve students' character, shape and develop students' potential to think well, behave well, by the Pancasila philosophy. Organizing Islamic and professional-based education and teaching to produce devoted, noble, skilled graduates, both active and passive. In this case, the linguistic institution focuses on Islamic da'wah, which provides comprehensive education and teaching for graduates who can support Islamic da'wah efforts through various skills possessed.

Implementation of Benchmarking in Improving Language Competitiveness

Communication and coordination carried out by the leadership and management of the education bureau with educators of foreign language development institutions are one of the implementations of benchmarking strategies by providing information on effective decision making and evaluation related to institutional development. Communication and coordination provide benchmarking information to educators and learners in foreign language development institutions. As with the system at the Nurul Jadid, the foreign language development institution is under the auspices of the education bureau, which is under the auspices of the Nurul Jadid.

As the regional linguistics coordinator, Ayn said that "Foreign language development institutions carry out benchmarking by imitating developments that occur in an area located in Kediri, precisely in Kampung Sinaon," where the village can communicate using foreign languages. Of course, exciting things can be used as references and examples in developing students' language learning. The innovations obtained can be applied in the curriculum management system of the foreign language development institution at the Nurul Jadid Islamic Boarding School.

Therefore, the foreign language development agency builds inter-program coordination (KPI) to be implemented in all Nurul Jadid Islamic Boarding School areas. Inter Program Coordination is a non-formal educational institution under the auspices of the Nurul Jadid Islamic Boarding School. Nurul Jadid Islamic Boarding School in various fields of skills which is a form of effort in preparing and producing the young generation/students who can compete in the international arena who are reliable and of high quality in the field of foreign languages and technology while still strengthening the mastery and understanding of the yellow book as a characteristic student.

The learning and coaching system is developed through face-to-face meetings that are tied to the structural curriculum program, extra activities to broaden, enrich language knowledge, and can practice the material that has been learned through such as listening and basic conversation through the types and forms of activities such as listening, and basic conversation, which is to develop language skills (life skills).

The teaching staff is taken from alumni who have completed their studies; some of the management staff also play an active role as teachers and assist in implementing learning activities in the area. KPI also carries out upgrading and training to improve the quality and insight of teaching staff and select talented managers with pleasant personalities so that they can guide students to be active in learning Arabic and English, and to support existing activities, KPI seeks to improve existing resources, from human resources themselves and existing and adequate facilities and infrastructure.

Benchmarking Evaluation

The leader or director of the linguistic institution of the Islamic boarding school, Nurul Jadid, held a meeting with the teaching staff and management staff of the linguistic institution, which was carried out very intensively, holding coaching and training for teaching staff and foreign language institutions internally held by the Islamic boarding school. The supervision carried out by the teaching staff of foreign language institutions which is carried out effectively and the application of student discipline to be punctual in activities and the discipline of using foreign languages in daily life in the habituation of students, this is the hallmark of the Nurul Jadid Islamic Boarding School in developing the quality of human resources in the field of education. Language.

In connection with the quality of the management system of the Nurul Jadid Islamic Boarding School by creating a cadre of teaching staff, the majority of whom are recruited from alumni of linguistic institutions with excellent and pleasant personalities. The implementation of the regeneration to be able to implement learning activities effectively and continuously. As the deputy director of the foreign language development institute, WF said that "Benchmarking includes strategic management, which the humor has accepted, public relations, and protocol." How to identify competitive opportunities comparing one policy or strategy with the policies and strategies of other institutions. There is an acceleration or continuity between the institution and the pesantren itself because no matter how good the institution under the auspices of the pesantren is, it is still under the auspices of the pesantren.

Nzh, as a language institution teaching staff, said that to achieve the standard of students' abilities by class qualifications in teaching and learning activities and extra activities focused on learning the material and skill areas that have not reached the target of mastery by students. Efforts to maximize classroom management and delivery of material by teachers to students with teaching evaluations carried out jointly by teachers and all educational staff by emphasizing the truth of the subject matter.

The purpose of conducting a comparative study is to improve students' foreign language skills and language management skills. Creating superior education with Islamic boarding school values as skilled and qualified graduates in the community. With the distinctiveness of language in the language institution of the Nurul Jadid Islamic Boarding School, namely emphasizing the role of language da'wah, the role of da'wah in foreign and domestic communities by using foreign languages. And Islamic materials as material for language." Teaching materials used in language activities are materials related to Islam, positively impacting student learning.

The Benchmark for The Competitiveness of Pesantren

Zf as the builder of foreign language institutions stated that "there are six linguistic characters in learning that are a benchmark for the competitiveness of the institution in terms of the expected learning methods and these six points are the linguistic characteristics of the Nurul Jadid Islamic Boarding School" including:

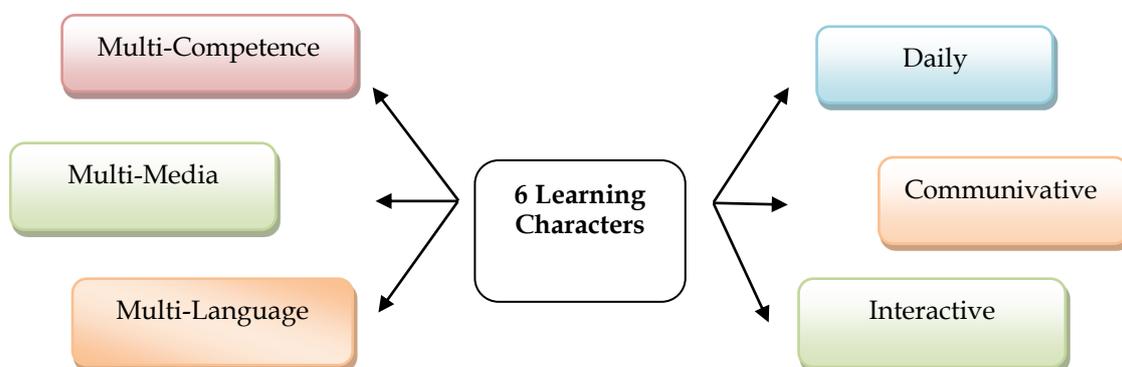


Figure 1: Six Characters of Language Learning

Daily ¹ is the god of the daily life of students in learning foreign languages. Why do students need to pay attention to their daily language because? In learning a language, it is essential to pay attention to students' daily habits; in LPBA, the learning concept is intensive, meaning that LPBA pays excellent attention to the habituation of students by requiring them to speak a foreign language 24 hours a day. So this indicates that daily dramatically affects students' competence in learning foreign languages; without habituation, it is difficult for students to master foreign languages. The habit of communicating in everyday life is a demand for all students. A reasonable person can be a good character too. Who is active and promising in language pronunciation? This is a form of honing self-potential in everyday life to become a good character. Therefore, the importance of communication skills and skills in foreign languages, both spoken and written (Rahmatillah, 2021).

Communicative اصليا here means that students have to be more active in discussing the foreign language because in some cases, someone who learns a foreign language only finishes in class or in learning time (KBM) without paying attention to the activeness of students in communicating. Communicative is very important in language learning, not only trained to memorize the language but also to practice more communicatively with the interlocutor while improving the speaking quality of students and adding or remembering vocabulary with the communicative. Speaking is oral communication, conveying thoughts and feelings to the interlocutor by exchanging thoughts and the ability to communicate with others through language media (Bimo et al., 2021).

Interactive اعليا means that students must be proactive in discussing their language or lessons that have been studied in the context of language and interactive communication, students must be proactive with their fellow foreign language students. Most people learn a language only finish in theory without practicing passively and intensively about the language they are learning. So interactive is very important to build a mutual response which means good reciprocity about fellow foreign language learners. The teacher uses interactive expressions and body styles so that students can actively listen (Sandy & Muliawanti, 2021).

Multi-Lingual اللغة The ability to learn several languages "is very influential because sometimes there are positive and negative values about the multi-lingual context, sometimes students who are not very fluent in language do not mean they have poor language skills or poor memorization skills only. Maybe because they know another language, sometimes we find it difficult to structure their language with English theory as well as students who have difficulty structuring correctly and correctly according to the rules of learning English because they look in the mirror with our mother tongue, so people who are not very fluent in foreign languages do not mean their language skills are impaired. However, maybe they also know other languages.

Multi-Media, الوسائل The use of media in learning is essential. In foreign language development, institutions have developed languages but are still general, sometimes even though they have learned English, there are still some

skills that must be learned too, such as computation, translation, speech, listening, and many of these skills have their respective orientations. The need for media to support or support the teaching and learning process in these skills, for example, listening by using good audio and understanding good vocabulary or speaking in a western way by mediating movies or listening to music or holding audiovisuals. So the learning process must also pay attention to the media so that later learning activities are more productive and students also get good results in their learning. Moreover, the media can also be used to introduce the institution to other people. Visual communication design is a method, technique, and learning media for participants in developing students' abilities (Nursyamsu et al., 2021).

Multi-Competence, *الممتازة* multicompetent are some skills. Again, in learning a foreign language, students are not required to know communication skills or the ease of understanding all kinds of knowledge. For example, several skills have different contexts and developments in English. If they only know how to speak English, sellers in Bali can also speak English, so what makes them different, students also learn theory and practice, learn specifically about specific skills, namely that students do not only learn to dialogue, but the institution also provides a forum in the form of training in linguistic activities such as speech, storytelling, or training in oral communication skills, and it is still very general, and students must have a good environment. Intensive to be able to master these specific skills. Moreover, to make it easier for students to develop their talents to participate in competitions by training their talents in extra-institutional activities.

CONCLUSION

From the results of this study, the benchmarking strategy in increasing competitive advantage in the linguistic field of the Nurul Jadid Islamic Boarding School shows that strategic management is carried out by planning educational development centered on linguistic institutions to improve institutional quality, language governance, and developing linguistic learning systems. In improving the quality of educational planning for linguistic institutions by the institution's vision, it is the implementation of education and teaching based on Islamic boarding school values to produce graduates who are skilled in the field of foreign languages and technology. The benchmarking strategy can be fulfilled by planning activities oriented towards broad insight and motivation by presenting experiences out of how the learning process and quality transformation are by adopting a new educational paradigm.

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