



## **MANAGERIAL STRATEGY IN IMPROVING THE QUALITY OF ISLAMIC EDUCATION IN THE CONTEMPORARY ERA**

**Nur Hidayah<sup>1</sup>, Yuniarti Yuniarti<sup>2</sup>, Zamroni<sup>3</sup>**

<sup>1,2,3</sup> Universitas Islam Negeri Sultan Aji Muhammad Idris, Samarinda  
nurhidayah@gmail.com<sup>1</sup>, yuniarti@gmial.com<sup>2</sup>, iceisa.iainsmd18@gmail.com<sup>3</sup>

### **Abstract:**

Islamic education in Indonesia faces multidimensional challenges in the contemporary era, not only in the form of intense competition between educational institutions but also increasingly complex quality demands and vulnerability to various crises. This article aims to comprehensively analyze the role of strategic management as a systematic approach to improving the quality of Islamic education. Through an in-depth literature review of various recent sources, this article outlines the nature of strategic management and the quality of Islamic education, identifies determinants that influence quality, explores the concept of crisis management in the context of Islamic education, and formulates a framework for effective strategic management implementation. The analysis shows that the quality of Islamic education is a multidimensional construct influenced by input factors (leadership, teachers, students, curriculum, infrastructure) and integrated managerial processes. The application of strategic management, which includes the stages of strategy formulation, implementation, and evaluation, has proven effective in guiding Islamic educational institutions to achieve their goals in a more structured, measurable, and adaptive manner to environmental changes. Furthermore, crisis preparedness through sound crisis management is an integral part of institutional resilience amidst uncertainty. It was concluded that the integration of visionary strategic planning, consistent implementation, continuous evaluation, and crisis preparedness is a strategic key for Islamic educational institutions to not only survive but also excel in holistically and sustainably improving the quality of their education amidst the dynamics of the times.

**Keywords:** *Strategic Management, Quality of Islamic Education, Crisis Management, Islamic Educational Institutions, Quality Improvement, Contemporary Education.*

### **INTRODUCTION**

The advancement of education is a benchmark for a nation's development. Therefore, strategic and targeted efforts are needed to improve the quality of education. According to Sugianto (2015), Islamic education is a crucial aspect of national and state development. Meanwhile, according to Dwi Setyaningsih (2022), Islamic education aims not only to improve knowledge and skills but also to shape good character and morals. In its implementation, every educational institution must have a strategy for improving educational quality.

One way to improve the quality of Islamic education is through the implementation of strategic management. Strategic management is a systematic and structured decision-making process to achieve goals. Through the

implementation of strategic management, Islamic educational institutions can increase the efficiency and effectiveness of resource use, improve educational quality, and enhance community participation.

Facing the increasing development and competition between schools, the ability to implement various effective strategies is essential to compete. According to Isma Hasyim Fanani and Farikhul Anwar (2023), implementing strategic management is the right choice to address this challenge, due to its future-focused approach based on an analysis of the internal and external environment. Following the strategic management phases allows schools to carefully consider the strategic decisions, follow-up actions, and policies needed to address the dynamics of development and change in the world of education.

According to Pearce, J.A., & Robinson, R.B., Strategic Management (2013), the implementation of strategic management in Islamic education is still suboptimal. Many Islamic educational institutions lack a clear strategic plan, an effective management system, and adequate resources. Therefore, research on the implementation of strategic management in Islamic education is needed to improve the quality of Islamic education. From the discussion above, the researcher will discuss the Implementation of Strategic Management in Improving the Quality of Islamic Education. It is hoped that the paper can provide deeper insight into the relationship between human resources and the quality of education and provide recommendations for necessary improvements.

## **RESEARCH METHODS**

This study employed a qualitative approach with a library research method. This approach was chosen because it aligns with the research objectives, namely to analyze, interpret, and synthesize theoretical concepts related to the implementation of strategic management in improving the quality of Islamic education. The data studied is secondary, thus not involving direct data collection in the field. This research is descriptive-analytical, aiming to provide a comprehensive and in-depth overview of the phenomenon under study based on available literature sources.

## **RESULTS AND DISCUSSION**

### **Understanding Strategic Management**

According to Wahida Raihan Nasution (2022), etymologically, management comes from the English word "manage," synonymous with "hand," meaning to manage, "to control," and "to guide," meaning to lead. Terminologically, management is the science and art of utilizing human resources and other resources in planning, organizing, implementing, and supervising activities, effectively and efficiently, with the active involvement of all members in achieving predetermined goals.

"Strategic" comes from the Greek word "strategos." According to Glueck and Jauch, strategy is a unified, comprehensive, and integrated plan that links a company's strategic advantages to environmental challenges, designed to ensure that the company's primary objectives can be achieved through proper implementation. Mimin Yatminiwati (2019) briefly concludes that strategy is a long-term plan followed by actions aimed at achieving specific, predetermined goals based on environmental analysis and observation.

Fred R. David defines strategic management as the art and science of formulating, implementing, and evaluating cross-functional decisions that enable the achievement of objectives. Michael A. Hitt & R. Duane Ireland &

Robert E. Hoslisson defines strategic management as a process that helps identify objectives and how they should be achieved. The importance of strategic management is increasingly recognized today compared to previous periods. Another definition of strategic management is a series of decisions and actions that result in the formulation and implementation of plans designed to achieve company goals. Abd Rahman Rahim & Enny Radjab (2017) state that strategic management is the art and science of formulating, implementing, and evaluating cross-functional decisions that enable the achievement of objectives. Strategic management in the context of Islamic education aims to increase the effectiveness and efficiency of educational institutions to make them more competitive and adaptive to change.

### **Understanding the Quality of Islamic Education**

Quality is a relative measure of materiality. Operationally, the quality of a product or service is something that meets or exceeds customer expectations. In essence, quality is customer satisfaction. Customer expectations can be explained through quality or things often referred to as quality dimensions. Therefore, the quality of a product or service is something that meets or exceeds customer expectations. According to Armand Feigenbaum, quality is the overall combination of product and service characteristics from marketing, engineering, manufacturing, and maintenance that make the products and services used to meet customer expectations. Meanwhile, according to Supriono, quality is the level of goodness or badness of something and quality can be defined as a level of excellence. According to Yayuk Zulaika et al. (2024), quality is the key to excellence in quality improvement, such as improving the quality of education, which is used to obtain better control.

Education is an effort to foster and develop human personality, both spiritually and physically. According to the National Education System Law No. 20 of 2003, education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have spiritual religious strength, self-control, personality, intelligence, noble morals, and skills needed by themselves and society. Education is an important factor for society, for the progress and decline of the quality of society or nation is very dependent on the education of the people of that nation. As stated by Harahap and Poerkatja, education is a deliberate effort from parents which is always interpreted as being able to create moral responsibility for all their actions.

Pendidikan Islam sebagai lembaga pendidikan mempunyai strategi khusus dalam proses pengaplikasiannya untuk menjadikan sumber daya manusia yang berguna bagi nusa, bangsa, dan berakhlakul karimah. Tidak dapat dipungkiri bahwa lembaga pendidikan Islam sangat membutuhkan manajemen strategis dalam pengembangan kemampuan sumber daya manusia secara baik dan benar. Maka perlu rasanya untuk mengungkapkan secara rinci ontologi (hakikat), epistemologi (sumber) dan aksiologi (nilai) dari pendidikan Islam agar dapat memahami manajemen strategi seperti apa yang cocok digunakan dalam mengembangkan lembaga pendidikan Islam itu sendiri. Menurut Muhammad Khatami dan Zainal Arifin (2022) menyatakan pendidikan Islam adalah upaya yang dilakukan secara sadar oleh orang dewasa dalam meningkatkan kemampuan anak untuk sampai pada tahapan manusia sempurna (insan kamil), segala bentuk usaha yang dilaksanakan untuk mengembangkan kemampuan tersebut haruslah dilakukan secara sistematis, terencana, terarah, terpadu dan kontinyu sehingga bisa dikatakan hakekat pendidikan islam.

Based on several opinions, it can be concluded that educational quality is the quality or measure of good or bad the process of changing the attitudes and behavior of a person or group of people in an effort to mature humans to get closer to God through guidance, teaching and training efforts. Quality in the field of education includes the quality of input, process, output, and outcome. Educational input is declared quality if it is ready to process. According to Amiruddin Siahaan, et al. (2023), the educational process is quality if it is able to create an Active, Creative, and Enjoyable Learning atmosphere (PAKEM). Improving the quality of education in the development of local culture in schools is carried out through the following stages: planning, organizing, implementing, and evaluating.

### **Factors Influencing the Quality of Islamic Education**

Improving the quality of Islamic education can be influenced by educational input factors and educational management process factors. Educational input encompasses everything necessary to carry out the educational process. This input consists of all resources available at the school to improve the quality of Islamic education. Sudarwan Danim, in Arrohman Alwan Aziz et al. (2024), suggests that an institution involves at least six main factors that influence the quality of Islamic education, including:

Principal leadership; the principal must have a clear work vision, be willing to work hard, have a high work motivation, be diligent, steadfast, provide optimal service, and possess strong work discipline.

Teachers; teacher involvement must be maximized by improving competence and professionalism through seminars and training, and implementing the results in the school.

Siswa; pendekatan "siswa sebagai pusat" harus dilakukan agar kemampuan siswa dapat dioptimalkan sehingga sekolah dapat menginventarisir kekuatan siswa.

Curriculum: A consistent, dynamic, and integrated curriculum enables the achievement of desired quality standards, maximizing the achievement of objectives.

Collaborative networks: Collaboration is not limited to the school environment and the community (parents and the community) but also with other organizations, such as companies or government agencies, so that school output can be absorbed into the workforce.

Facilities and infrastructure, including adequacy and effectiveness, support the learning process.

In conclusion, improving the quality of Islamic educational institutions, specifically, must also pay attention to improving the quality of the learning process. It can be concluded that various elements within the education system must collaborate to contribute to improving the quality of education. These elements include policymakers (government), school principals/managers, and the crucial role of teachers in learning activities that produce competent graduates ready to continue their education to a higher level.

### **Crisis Management in Islamic Education**

Contemporary challenges in crisis management in Islamic education, such as natural disasters, economic crises, social conflicts, and climate change, can place Islamic education in situations that require strategic and responsive thinking. Natural disasters such as earthquakes, floods, or fires can disrupt teaching and learning processes and threaten the safety of students and teachers.

Meanwhile, economic crises can lead to a decrease in resources and funding available for Islamic education. Social conflicts, whether ethnic, religious, or political, can also disrupt the teaching and learning process and create an environment that is not conducive to quality Islamic education.

Islamic education requires thorough preparation to face natural disasters and social crises. This preparation includes:

1. Developing policy instruments
2. Training for staff and students
3. Resilient infrastructure
4. Effective communication mechanisms.

According to Budiman (2024), without adequate preparation, Islamic educational institutions are vulnerable to the negative impacts of disasters and social crises, including loss of life, damage to facilities, and disruption to the teaching and learning process.

Developing a crisis management model in Islamic education is not merely an effort to manage risk but also has broader implications for improving the overall quality of Islamic education. According to Ismanto (2022), by having a resilient system for dealing with disasters and social crises, Islamic educational institutions can focus more on providing quality educational services, developing student character, and contributing positively to the wider community.

The challenges faced by Islamic educational institutions in dealing with social crises are explained as follows:

**Vulnerability to Natural Disasters:** Islamic educational institutions are vulnerable to natural disasters and floods. This can damage educational infrastructure, including madrasah buildings, learning facilities, and supporting equipment, disrupting the learning process.

**Risk of Social Conflict:** Islamic educational institutions may also be located in areas prone to social conflict, whether ethnic, religious, or political. Such conflict can disrupt teaching and learning activities by causing security disturbances, temporary school closures, or even the displacement of students and staff.

**Economic Crisis:** Economic crises can pose serious challenges for Islamic educational institutions. These crises can lead to a shortage of financial resources available for education, including reduced government funding, decreased parental income resulting in difficulty paying school fees, and a lack of donor support for educational institutions.

**Disruption to the Learning Process.**

In addition to physical and logistical damage, natural disasters and social crises also directly disrupt the learning process. Disruptions such as school relocation, student and teacher absences, psychological trauma, and environmental instability can impact the overall quality of education.

**The challenge of curriculum adjustment.**

Following a disaster or social crisis, Islamic educational institutions need to adapt their curricula to address the emerging needs and challenges. This requires careful planning and a thorough understanding of the long-term impacts of disasters and social crises on education.

**Resource Availability**

In the face of disasters and social crises, Islamic educational institutions often face limited resources, whether financial, trained teaching staff, or other supporting facilities. These limitations can hinder efforts to recover and rebuild Islamic educational infrastructure.

## **Strategic Management Concepts in Improving the Quality of Islamic Education**

The concept of strategic management encompasses several stages, including environmental assessment, strategy formulation, strategic planning or long-term planning, strategy implementation, and evaluation and control. The strategy decided by the leader must ultimately produce one or more strategies, and the most effective one must be chosen to achieve its objectives. In addition to the aforementioned perspective, decision-making, which is fundamental and encompasses how to implement it, is crucial for the leader and is implemented by all levels within an institution. According to Iqbal Fawaidul Muhsinin et al. (2023), strategic management is crucial for educational institutions, businesses, or organizations. This is because strategic management aligns the direction of an institution and facilitates its attainment. Strategic management is inseparable from three key elements:

1. **Planning:** Masrokan Muntohar explains that to accurately reflect the true goals and objectives of an institution or organization, the institution or organization needs to develop a vision, mission, and core values, observe internal and external environmental conditions, and develop internal and external findings.
2. **Implementation:** The overall culture, structure, or management system of an organization can all be changed as part of strategy implementation. Through the creation of programs, budgets, and procedures, implementation is a management step that results in the production of strategies and policies. Problems often arise during implementation; in some cases, they are not realized. Successful formulation without implementation is also considered a failure in this scenario.
3. **Evaluation:** The purpose of evaluation is to continuously monitor the progress of strategy formulation and implementation while taking into account the institution's performance so that necessary adjustments can be made later. Every intelligent thought and implementation within an organization must be assessed because it will not produce optimal results unless its quality is continuously maintained until the desired target is achieved.

## **CONCLUSION**

The conclusion from the discussion above is that, first, strategic management is a systematic and structured decision-making process to achieve organizational goals. Strategic management encompasses systematic and structured planning, organizing, directing, and monitoring to achieve desired educational goals. Thus, strategic management can help Islamic educational institutions achieve their goals and improve the quality of education.

Second, the quality of Islamic education is the measure of the quality or goodness of the process of changing the attitudes and behavior of an individual or group of people in an effort to mature and draw closer to God through guidance, teaching, and training. Quality in education encompasses the quality of input, process, output, and outcome. Therefore, the quality of Islamic education must be continuously improved to achieve the desired educational goals.

Third, factors influencing the quality of Islamic education include educational input, educational management processes, leadership of principals, teachers, students, curriculum, collaborative networks, and facilities and

infrastructure. All elements in education must work together to contribute to improving educational quality. Therefore, an in-depth analysis is necessary to identify factors influencing the quality of Islamic education.

Finally, the concept of strategic management in improving the quality of Islamic education encompasses environmental monitoring, strategy formulation, strategic planning, strategy implementation, and evaluation and control. Strategic management is crucial for educational institutions to achieve their desired goals. Therefore, strategic management can help Islamic educational institutions improve educational quality and achieve their desired educational goals.

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