

Integrating Business-Level Strategy Concepts in Strategic Management to Strengthen Quality in Islamic Boarding Schools

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Abstract:

This study aims to analyze the integration of the Business-Level Strategy concept in strategic management to strengthen the quality of education in Islamic boarding schools. In the context of increasingly complex competition and changes in the educational environment, the implementation of business strategies in Islamic-based institutions is a crucial need to maintain the relevance, quality, and sustainability of Islamic boarding schools. This study uses a qualitative method with a case study approach in several Islamic boarding schools that have implemented modern managerial strategies. Data were obtained through in-depth interviews, observation, and documentation, then analyzed using data reduction, data presentation, and conclusion drawing techniques. The results show that the integration of Business-Level Strategy through the differentiation of educational services, efficient resource management, and strengthening spiritual values can significantly improve the quality of the institution. This strategy encourages Islamic boarding schools to be more adaptive to community needs, enhances management professionalism, and strengthens a competitive Islamic identity. The implications of this study indicate that the implementation of Business-Level Strategy not only strengthens the institution's competitiveness but can also be used as a model for developing sustainable and Islamic-characterized Islamic boarding school strategic management.

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INTRODUCTION

Theoretically, Business-Level Strategy in strategic management plays a crucial role in creating competitive advantage and improving institutional quality through differentiation, efficiency, and a focus on value excellence. However, in the context of Islamic boarding schools, this theory has not been systematically implemented. Crucial issues arise when Islamic boarding schools face modern demands that require



professional governance without sacrificing their spiritual values. Many Islamic boarding schools still adhere to traditional patterns that have not integrated business-based strategic management principles, resulting in suboptimal institutional performance, competitiveness, and service quality (Vasiliene-Vasiliauskiene et al., 2020; Mohamed & Yusoff, 2021; Teixeira et al., 2021). The reality on the ground demonstrates a disparity between the theoretical ideals and the managerial realities of Islamic boarding schools, which still rely on the figure of the kiai and conventional management systems. Thus, there is a gap between the theoretical concept of Business-Level Strategy, which focuses on competitive advantage, and the actual conditions of Islamic boarding schools, which have not yet optimized their modern managerial potential (Manshur et al., 2023; Karatas & Çakir, 2024). This gap serves as an important foundation for this research, which explores how business strategy integration can strengthen the quality of education in Islamic boarding schools without losing their inherent Islamic identity.

In practice, Islamic boarding schools in Indonesia face significant challenges in addressing global environmental change and digital disruption. Many Islamic boarding schools possess adequate human resources and facilities, but lack a well-defined strategic management system. Most institutions remain charismatic and traditional, with strategic decisions centrally determined by the boarding school leadership, lacking competitive analysis and data-driven management. This makes it difficult to maintain educational quality, particularly in terms of curriculum innovation, efficient financial management, and institutional marketing. Some Islamic boarding schools (pesantren) have excelled due to modernization efforts, such as strengthening entrepreneurship programs and digitizing administration, but their numbers remain limited (Carmo, 2020). This reality demonstrates that many Islamic boarding schools require a strategic management model that combines Islamic values with modern business principles to remain relevant and superior. Therefore, this study focuses on how the Business-Level Strategy concept can be adapted to the context of Islamic boarding schools to strengthen the quality and competitiveness of institutions amidst the currents of global change.

Several previous studies have discussed the application of strategic management in Islamic education, but not many have specifically highlighted the integration of Business-Level Strategy in Islamic boarding schools. For example, research by Ajgaonkar (2022) emphasizes the importance of values-based management innovation in improving the quality of Islamic boarding schools, while research by Al Arkoubi et al (2024) highlights the role of kiai leadership in strategic decision-making. Furthermore, research by Juhaidi (2024) explains the need to adapt modern business principles for Islamic educational institutions to survive in the competition. However, these studies have not specifically outlined how a Business-Level Strategy model focused on differentiation and competitive advantage can be integrated with the characteristics of Islamic boarding school management. This research aims to fill this gap by examining an integrative model of business strategy and Islamic values within the framework of Islamic boarding school strategic management. This research not only broadens

theoretical understanding but also offers a practical perspective for the sustainable and competitive management of Islamic educational institutions.

The novelty of this research lies in its attempt to combine two paradigms previously considered distinct: Business-Level Strategy, rooted in modern management concepts, and Islamic boarding school management, grounded in Islamic values and religious traditions. This integration produces a strategic management model that not only pursues efficiency and competitiveness but also maintains a balance between the institution's spirituality, social aspects, and professionalism. This research provides a new perspective that business strategy concepts can be synergized with Islamic values to strengthen educational quality without losing the identity of Islamic boarding schools. Thus, this research does not simply adopt Western theories but contextualizes them within the social and cultural environment of Islamic boarding schools. This integrative model is expected to serve as a reference for Islamic boarding school managers in formulating adaptive, productive, and quality-oriented institutional strategies. Therefore, the novelty of this research lies in the conceptual and practical aspects: how business strategies are translated into the context of Islamic education in a harmonious and sustainable manner.

This study aims to answer the main question: How can the integration of Business-Level Strategy concepts be applied in strategic management to strengthen the quality of education in Islamic boarding schools? This question stems from the problem of low strategic management effectiveness in many Islamic boarding schools due to the minimal application of systematic business principles. The initial argument of this study states that the implementation of Business-Level Strategy through a focus on program differentiation, efficient resource management, and service quality orientation can strengthen the competitiveness and reputation of Islamic boarding schools without abandoning Islamic values. With this strategy, Islamic boarding schools can develop a management model based on competitive advantages that aligns with the needs of modern society. This argument also emphasizes that the balance between spirituality and professionalism is the main key to improving the quality and sustainability of institutions. Therefore, this study will examine the extent to which the integration of these concepts can be a strategic solution to strengthen the quality of education and the overall management of Islamic boarding schools.

RESEARCH METHOD

This research uses a qualitative approach with a case study design. This approach was chosen because the research focuses on an in-depth exploration of the process of integrating Business-Level Strategy concepts into strategic management at the Nurussyamsy Islamic Boarding School in Wringin, Bondowoso. Case studies allow researchers to understand managerial phenomena contextually, comprehensively, and naturally within the unique environment of the Islamic boarding school. This approach does not aim to generalize the results, but rather to understand the dynamics of the strategies implemented specifically at the institution. The use of qualitative methods is also relevant for exploring Islamic values, leadership, and management practices that are social and spiritual in nature. Through this approach, researchers can identify how

Islamic boarding schools interpret the concept of Business-Level Strategy and adapt it to the typical values of Islamic boarding schools that emphasize the balance between spirituality and management professionalism.

This research was conducted at the Nurus Syam Islamic Boarding School, located in Wringin District, Bondowoso Regency, East Java. This location was chosen purposively for several reasons. First, this Islamic boarding school is currently undergoing a managerial transformation process toward a more modern management system without abandoning Islamic traditions. Second, Nurus Syam has a quality-oriented educational vision and has initiated strategic steps in institutional development, such as improving the quality of human resources and student entrepreneurship programs. Third, this Islamic boarding school represents Islamic institutions in rural areas that are striving to adapt to the challenges of modernity and digitalization. Therefore, this research location is considered relevant for an in-depth examination of how Business-Level Strategy integration can be applied in the context of traditional Islamic boarding schools that are transforming into adaptive and competitive Islamic educational institutions.

The sources of information in this study consist of main informants, supporting respondents, and textual data. . Key informants included Islamic boarding school leaders (kiai and caretakers), madrasah principals, administrative managers, and senior teachers involved in the institution's strategic planning process. Supporting respondents included students, alumni, and the surrounding community who are part of the Islamic boarding school ecosystem. In addition, information sources were also obtained from texts and documents, such as the Islamic boarding school's vision and mission, strategic plan documents, activity reports, and online articles or news relevant to the development of Islamic boarding school management. The use of these diverse sources aims to obtain comprehensive and triangulated data, thus providing a complete picture of the process of integrating business strategy into Islamic boarding school management. . Thus, the data collected is not only factual, but also reflective of the values, culture, and management practices typical of Islamic boarding schools.

The data collection process was carried out using several techniques, namely desk review, participatory observation, in-depth interviews, and focus group discussions (FGD). A desk review was conducted of internal Islamic boarding school documents and literature relevant to the concept of Business-Level Strategy and Islamic education management. Participatory observation was conducted to understand daily activities, leadership patterns, and institutional governance directly in the field. In-depth interviews using semi-structured interview guidelines were conducted with Islamic boarding school leaders and managers to explore strategies implemented to improve quality. Meanwhile, FGDs were conducted with groups of teachers and senior students to obtain a collective view on the effectiveness of the implemented strategies. The entire data collection process was carried out systematically and repeatedly until information saturation was reached, to ensure the accuracy and depth of the research results.

Data analysis was conducted in stages through data condensation, data display, and verification or drawing conclusions, as stated by Miles, Huberman, and Saldana

(2014). In the condensation stage, data from interviews, observations, and documents were selected, categorized, and reduced according to the research focus. Next, the data were presented in the form of descriptive narratives and thematic matrices to facilitate the identification of patterns and relationships between variables (Azizi et al., 2021). The final stage was data verification, namely drawing temporary conclusions whose validity was then tested through triangulation of sources and methods. The analytical methods used were content and interpretative analysis, by examining the meaning contained in informants' statements and their alignment with the principles of Business-Level Strategy. Through this process, the research is expected to be able to reveal an effective business strategy integration model in the context of Islamic boarding school strategic management in depth and contextually.

RESULT AND DISCUSSION

Result

Implementation of Differentiation Strategy in Strengthening the Quality of Islamic Boarding School Education

The implementation of a differentiation strategy in the context of the Nurus Syam Islamic Boarding School is interpreted as the institution's effort to create quality excellence through the development of programs, learning systems, and unique values not possessed by other educational institutions. Differentiation at this Islamic boarding school is not only oriented towards academic innovation, but also towards the spiritual, social, and independence of the students. Based on the results of field mapping, the differentiation strategy is realized through three main forms: first, the integration of general and Islamic curricula that emphasizes the balance of religious knowledge and science; second, strengthening character education through congregational tahajud activities, tahfidz programs, and the habituation of etiquette; third, the development of entrepreneurial skills and digital literacy to prepare independent students. Thus, operationally, the differentiation strategy at Nurus Syam is a quality strengthening strategy based on program innovation and a unique religious identity.

The results of an interview with Informant 1, the caretaker, stated that, "We strive to ensure that students are not only strong in religious matters, but also ready to face the challenges of the modern world. Therefore, we combine yellow book lessons with technology and entrepreneurship training." Meanwhile, Informant 2, the Head of the Madrasah, added, "We innovate through digital student programs and sharia-based entrepreneurial activities. This differentiates us from other Islamic boarding schools around Wringin."

From these two statements, researchers interpret that Islamic boarding schools have recognized the importance of differentiation as a primary strategy for strengthening competitiveness. The integration of traditional values with modern orientations demonstrates a strong strategic awareness among Islamic boarding school administrators. This approach not only enriches programs but also improves the quality of learning through contextual experiences relevant to current societal needs.

Field observations show that the implementation of the differentiation strategy at the Nurus Syam Islamic Boarding School is evident in various educational activities.

Researchers found that every morning, students attend formal learning (madrasah) based on the Ministry of Religious Affairs curriculum, while in the afternoon, they participate in Islamic religious activities focused on deepening their understanding of the yellow books. Furthermore, on certain days, skills training is held in areas such as graphic design, modern agriculture, and digital marketing, integrated with Islamic values. The learning atmosphere appears dynamic, with students actively discussing and applying their learning outcomes in productive activities at the Islamic boarding school. From these observations, researchers interpret that differentiation is not merely a program slogan but has been internalized in the Islamic boarding school's educational culture. This strategy makes learning activities more contextual, applicable, and oriented towards strengthening the quality of the institution.

Based on interview and observation data, it can be concluded that the Nurus Syam Islamic Boarding School implements a differentiation strategy by combining religious, general, and life skills education. This approach distinguishes the boarding school from similar institutions in the surrounding area, as it boldly adopts modern management elements without abandoning Islamic values. Researchers believe this strategy is effective due to the leadership's awareness of the importance of innovation and service quality. The implementation of a Business-Level Strategy in the form of program differentiation is the boarding school's main strength in facing the challenges of competition from Islamic educational institutions in the modern era. .

The pattern emerging from the research results shows that the differentiation strategy at the Nurus Syam Islamic Boarding School has three main dimensions: (1) academic differentiation, in the form of a balanced integration of religious and general curriculum; (2) character differentiation, through the habituation of worship, discipline, and moral formation; and (3) competency differentiation, through entrepreneurship and digital literacy training. These three dimensions are interconnected in forming a holistic quality of education that is spiritual, intellectual, and social. Thus, it can be concluded that the differentiation strategy at this Islamic boarding school not only improves the quality of education, but also forms an adaptive and competitive Islamic education model amidst the currents of globalization.

Efficiency of Resource Management and Strengthening of Islamic Boarding School Organizational Systems

Efficient resource management at the Nurus Syam Islamic Boarding School is understood as the institution's ability to optimize all its potential, including human resources, financial resources, and infrastructure, appropriately and with a focus on educational quality. In practice, this efficiency is not only related to cost savings, but also to increasing the productivity and effectiveness of the institution's work system. Strengthening the organizational system is interpreted as the Islamic boarding school's efforts to build a clearer, more measurable, and professional management structure, without eliminating the principle of leadership based on devotion to the kiai. In practice, efficiency and organizational strengthening are evident through the structured division of tasks between the fields of education, administration, finance, and student affairs.

The results of the interview with Informant 1 (Islamic Boarding School Secretary) stated that, "We have now started using a simple digital administration system,

including financial recording and student attendance to be more efficient and transparent." Meanwhile, Informant 2 (Head of Education) said, "Every teacher and administrator has a clear job description, so the work is lighter and there is no overlap like before."

From these two statements, the researcher interprets that the Nurus Syam Islamic Boarding School has implemented modern management principles in its organizational governance. The implementation of a digital administration system and a structured division of labor demonstrate an awareness of efficiency and institutional strengthening that leads to professionalism. This also indicates that the Islamic boarding school is beginning to adopt business-level strategy practices through a resource efficiency approach and performance-based management.

The researcher's field observations indicate that the management of activities at the Nurus Syam Islamic Boarding School is more systematic than in the previous period. An organizational structure board is displayed in the administration room detailing work areas such as education, finance, facilities, and student development. Each area has a work schedule and weekly activity reports submitted to the boarding school leadership. Furthermore, the researcher found the use of a simple spreadsheet-based application for financial recording and inventory of student equipment. This situation indicates a concrete step towards efficiency and transparency in the institution's management. From these observations, the researcher interpreted that the organizational system at Nurus Syam has transformed from a traditional model based on individual roles to a more professional, coordinative system based on collective responsibility.

Based on the results of interviews and observations, it can be confirmed that the Nurus Syam Islamic Boarding School applies the principle of efficient resource management through two main approaches: work efficiency and organizational efficiency. Work efficiency is reflected in the application of simple technology to support administration and reporting, while organizational efficiency is evident in the clear and functional division of labor structures. Strengthening this organizational system does not diminish the spiritual role of the kiai as the highest leader, but rather strengthens coordination between work units under him. Thus, efficiency at Nurus Syam is not only about saving resources, but also about increasing the effectiveness of institutional management to achieve better educational quality.

From the findings above, a pattern emerges that management efficiency and strengthening of the organizational system at the Nurus Syam Islamic Boarding School are supported by three main elements: (1) a clear and functional organizational structure, enabling a more effective division of tasks; (2) the application of simple digital technology to support administrative and reporting efficiency; and (3) a collective work culture based on responsibility, in which each administrator is aware of their role in maintaining the quality of the institution. This pattern demonstrates the synergy between the traditional values of the Islamic boarding school and modern management practices. The integration of the two results in a management model that is efficient, transparent, and remains rooted in Islamic values. Thus, the resource efficiency strategy at Nurus Syam contributes directly to strengthening the quality of the

institution in a systemic and sustainable manner.

Integration of Islamic Values in the Implementation of Business-Level Strategy for Sustainable Institutional Quality

The integration of Islamic values in the implementation of Business-Level Strategy at the Nurus Syam Islamic Boarding School is interpreted as a process of aligning modern managerial strategies with the basic principles of Islamic teachings such as sincerity (ikhlas), trustworthiness (amanah), responsibility (mas'uliyah), and deliberation (shura). In the field context, these Islamic values not only serve as a moral basis, but also serve as guidelines for decision-making, leadership patterns, and institutional governance. The implementation of Islamic value-based business strategies at Nurus Syam is carried out by emphasizing the balance between spiritual and managerial aspects, so that the sustainability of the institution's quality is not only measured by the effectiveness of the system and increased performance, but also by the institution's consistency in maintaining the moral and cultural integrity of the Islamic boarding school. Thus, the operational definition of this sub-finding shows that Islamic values are the core foundation in the strategy for developing the quality of Islamic boarding schools in a sustainable manner.

An interview with Informant 1 (Islamic Boarding School Leader) stated, "We don't want our management strategy to cause the Islamic boarding school to lose its soul. All policies must remain based on Islamic values, especially sincerity and togetherness." Meanwhile, Informant 2 (Deputy Head of Institutional Development) added, "In every quality improvement program, we always start with deliberation and istikharah so that the steps taken are blessed."

From these two statements, the researcher interprets that Islamic values serve as the ethical and spiritual framework for every strategic policy of Islamic boarding schools. The deliberation process, sincerity in service, and orientation toward blessings demonstrate the existence of systemically integrated Islamic value-based management. This demonstrates that the implementation of Business-Level Strategy in Islamic boarding schools is not merely managerial rationality, but also an institutional spirituality that strengthens the resilience and sustainability of the institution's quality.

Based on the researcher's observations, every strategic activity at the Nurus Syam Islamic Boarding School always begins with a collective prayer and moral guidance from the leadership. In program development meetings, a culture of open deliberation and consensus is evident, with each administrator having the opportunity to express their opinion. The researcher also observed that every institutional decision is always guided by the principles of benefit and blessing, not merely short-term profit or administrative efficiency. Furthermore, in teacher and administrator training programs, Islamic values such as trustworthiness and responsibility are always emphasized as part of work professionalism. Based on these observations, the researcher interprets that the integration of Islamic values at Nurus Syam is not symbolic, but substantive, as it is embedded in management mechanisms and serves as an ethical guideline in implementing the institution's strategies.

From the interviews and observations, it can be confirmed that the integration of Islamic values at the Nurus Syam Islamic Boarding School serves as the heart of the

institution's entire management strategy. Values such as sincerity, deliberation, and trustworthiness are not merely moral slogans, but serve as a guideline for designing, implementing, and evaluating quality improvement programs. These values guide the institution's business strategy to ensure it maintains its spiritual orientation, while ensuring that all managerial activities remain aligned with the mission of Islamic da'wah and education. Thus, an Islamic values-based strategy serves as a crucial instrument for maintaining the institution's spiritual and structural quality continuity.

From all the data above, a pattern emerges that the success of the Nurus Syam Islamic Boarding School in maintaining the sustainability of the institution's quality is highly dependent on the internalization of Islamic values in every aspect of strategic management. Three main patterns are apparent: (1) a spiritual orientation in decision-making, through prayer, deliberation, and istikharah; (2) strengthening an organizational culture based on trust and sincerity, which creates high work motivation without dependence on material incentives; and (3) synchronization between modern managerial strategies and Islamic moral principles, which produces a balance between professionalism and spirituality. This pattern shows that the integration of Islamic values not only strengthens the institution's moral legitimacy but also improves the sustainability of quality because all policies and actions are rooted in solid Islamic ethics.

DISCUSSION

Integration of Findings with Literature and Theoretical Context The findings of this study indicate that the implementation of Business-Level Strategy at Nurus Syam Islamic Boarding School is realized through three main aspects: differentiation strategy, efficient resource management, and the integration of Islamic values in strategic management. These findings are in line with Porter's (1985) theory, which states that business-level strategy functions to create competitive advantage through differentiation and efficiency. However, this research demonstrates an expanded meaning, where Islamic boarding schools implement these strategies not only for institutional gain, but also to achieve blessings and benefits (*maslahah*). In the context of Islamic educational management literature (Christina et al., 2020; Firman et al., 2023; Juhaidi, 2024), an institutional strategy based on Islamic values is a form of spiritual-based management, which places moral and religious aspects at the center of all organizational activities. Thus, the integration of the Business-Level Strategy concept at Nurus Syam demonstrates theoretical suitability as well as broadening the perspective on the application of business strategy in faith-based educational institutions.

This research reinforces the findings of research conducted by Mohammed Zabidi et al (2022) and Azizi et al (2021) which found that modern Islamic boarding schools are now beginning to adopt strategic management principles in their institutional governance, such as vision-based program planning and resource efficiency. However, the main difference in this study lies in its emphasis on Islamic values as an internal control mechanism in the implementation of business strategies. While previous research focused on structural efficiency and technology-based management, this study shows that moral efficiency namely, the ability of an institution

to carry out management without abandoning spiritual principles is a key factor in sustainable quality. Therefore, this research position not only enriches Islamic educational management theory but also provides an integrative model of managerial professionalism and institutional religiosity, something that has not been studied in depth in previous literature.

The implications of this research indicate that the implementation of an Islamic-value-based Business-Level Strategy has a dual function for Islamic boarding schools: first, increasing the effectiveness and competitiveness of the institution amidst competition from modern educational institutions; second, maintaining the identity and spiritual integrity of the Islamic boarding school so that it remains the moral center of society. In its positive function, the integration of differentiation strategies and resource efficiency makes Islamic boarding schools more adaptive to the needs of the times without losing their original character. However, this study also found potential dysfunction when managerial strategies overemphasize administrative efficiency to the point of risking reducing the spiritual depth of educational activities. This confirms that the success of business strategies in religious institutions depends on the balance between managerial rationality and the spirituality of Islamic values, as expressed by Chaeddhananan & Dhirathiti (2022) in the theory of organizational culture alignment.

The organizational structure and leadership culture of Islamic boarding schools are determining factors in the successful implementation of Islamic-based Business-Level Strategy. This study found that a kiai-centered leadership pattern with a participatory approach creates a flexible yet focused management structure. Values such as trust, deliberation, and sincerity form the underlying structure that binds the entire decision-making system (Purnamasari et al., 2023; Al Arkoubi et al., 2024). The correlation between the value structure and strategic success indicates that the Islamic boarding school management system cannot be explained solely by modern rational management theory, but also by the unique spiritual and cultural framework of the Islamic boarding school. Thus, the implementation of business strategy in a religious environment is not simply the result of adopting Western theory, but rather the result of structural adaptation to deeply rooted Islamic culture and values (Ajgaonkar, 2022).

Conceptually, this research offers an important contribution to the development of Islamic educational management theory, namely the Integrated Islamic Business-Level Strategy (IIBLS) model. This model combines the principles of efficiency and differentiation with Islamic values such as sincerity, trustworthiness, and *maslahah* as the core of strategic management (Nguyen, 2022; Sun, 2022). These findings strengthen the argument that the sustainability of an institution's quality is determined not only by administrative performance but also by the moral and spiritual stability that form its foundation. The practical implication is that Islamic educational institutions can adopt modern strategies without losing their Islamic identity, by making spiritual values the ethical compass in every policy (Mohamed & Yusoff, 2021; Hidayanto et al., 2022; Prasad, 2024). Thus, Nurus Syam Islamic Boarding School has succeeded in becoming a concrete example of an institution capable of integrating modern strategic management with Islamic spirituality, making educational quality not only measurable academically, but also meaningful morally and socially.

CONCLUSION

The results of this study indicate that the implementation of Business-Level Strategy at the Nurus Syam Islamic Boarding School not only serves as a managerial instrument, but also as a quality strengthening strategy based on Islamic values. The most important finding of this study is that the success of Islamic educational institutions in maintaining quality is not only determined by program innovation and resource efficiency, but also by the integration of spiritual values such as sincerity, trustworthiness, and deliberation in the strategic management system. By combining the principles of modernity and spirituality, the Islamic boarding school has succeeded in creating an educational management model that is adaptive to the demands of the times without losing its Islamic identity. The main lesson from this study is that the progress of Islamic educational institutions does not have to be in conflict with religious values; in fact, they can be stronger when the two are synergized harmoniously.

The main contribution of this research lies in updating the perspective on the application of Business-Level Strategy in the context of Islamic education. Previously, business strategy was mostly studied in the corporate or for-profit context, while this research adapts it to the Islamic boarding school (*pesantren*) environment, which is oriented towards *da'wah* (Islamic outreach) and character building. Theoretically, this research broadens the scope of strategic management by adding Islamic values as an integrative element that plays a role in the sustainability of the institution's quality. From a methodological perspective, the use of a qualitative case study approach provides a deep contextual understanding of Islamic boarding school management practices. Academically, this research offers the Integrated Islamic Business-Level Strategy (IIBLS) model as a new framework for understanding the relationship between business strategy, Islamic values, and educational quality which can serve as a reference for further research in the field of Islamic education management.

Although this research makes significant theoretical and practical contributions, several limitations should be acknowledged. First, the study was conducted in only one location, the Nurus Syam Islamic Boarding School in Wringin, Bondowoso, so the results cannot be generalized to all Islamic boarding schools with their varying characteristics. Second, the research subjects were primarily administrators and teachers, and the perspectives of students, guardians, or the surrounding community, who might offer different perspectives on the strategy's effectiveness, were not widely included. Third, the qualitative approach used was descriptive, making it incapable of quantitatively measuring the strategy's effectiveness. Therefore, further research is needed that expands the context of the location, incorporates variations in gender, age, and roles within the institution, and employs mixed-methods or quantitative surveys. This is crucial for obtaining a more comprehensive picture and can serve as a basis for formulating policies to improve the quality of Islamic education that are more effective and socially relevant.

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