Strategic Formulation of Islamic Boarding School-Based Educational Institutions to Improve Quality and Competitiveness

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Abstract

This study aims to formulate strategies for developing Islamic Boarding School-based educational institutions in order to improve quality and competitiveness. The analysis was conducted by identifying internal and external factors at MA Unggulan Darul Ulum STEP-2 IDB Jombang. This study used a qualitative approach with a case study method. Data were collected through in-depth interviews, observations, and documentation, then analyzed using an interactive analysis model that included data collection, data reduction, data presentation, and conclusion drawing. The results of the internal factor analysis showed strengths in the form of good student characteristics, professional teachers and educational staff, adequate facilities and infrastructure, a Islamic Boarding School-based environment, and sufficient financial support. Meanwhile, several aspects were also weaknesses that needed to be improved. On the external side, opportunities were found in the form of extensive partnerships, public trust, and strategic location access, in addition to challenges in the form of competition between educational institutions. Based on this analysis, several development strategies were formulated, namely: curriculum development strategy; human resource development strategy; active, creative, innovative, and enjoyable learning strategy; facilities and infrastructure development strategy; student development strategy; strategy for strengthening the culture and environment of Islamic boarding schools; and strategy for strengthening management. This study confirms that the formulation of boarding school-based strategies can encourage improvements in the quality and competitiveness of Islamic educational institutions.

Keywords: Strategy Formulation, Islamic Educational Institutions, Based on Islamic Boarding Schools

Introduction

The quality of education is an important factor that must be realized in the educational process. In facing a future that will undoubtedly be filled with globalization and advances in information and technology, education will increasingly be confronted with various obstacles and complex problems. For this reason, development in the educational environment needs to be designed so that the various obstacles and problems that arise can be overcome (Fidayani & Ammar, 2023). The national education system needs to be designed to produce a generation of young people who have advantages and can bring about change in the current era of globalization.

Improving the quality of education is a central issue that needs to be addressed continuously. Economic growth, developments in the era of technology and information, and social and cultural issues are some of the factors that have led to improvements and enhancements in the quality of education (Habiburrahim et al., 2022). This is not only to achieve educational standards, but also to respond to the challenges of the times and address the demands of the modern world so that graduates of educational institutions are better prepared to face real-world situations in society (Ikbal et al., 2023). Islamic educational institutions are responsible for realizing the ideals of enlightening the nation in shaping noble personalities who can prepare quality human resources capable of competing in the global arena, thereby creating quality education in schools (Bakri, 2021). In relation to this, efforts are being made to ensure that Islamic educational institutions remain viable and able to compete in the era of globalization, which ultimately requires high-quality Islamic educational institutions. (Asnik Khuroidah, 2022)

In order to create quality education, Edward said that there are five stages that can be offered, including: teachers must have competencies in accordance with their teaching fields, provide rewards or salaries in accordance with performance, serious evaluation of education policies regarding undergraduate studies, increased discipline in professional matters in educational institutions, and realistic workloads and time for teachers to prepare at school.(Sallis, 2012)

The government's efforts to improve the quality of education are also formulated in Regulation of the Republic of Indonesia Number 19 of 2005 concerning National Education Standards, which states that the learning process must be directed at developing potential in accordance with talents and interests, and directed at the psychological development of students. To realize this regulation, each educational institution is given ample space to create creative strategies to achieve quality education (Lutfauziah et al., 2023). This is a form of educational decentralization.. In Indonesia, decentralization of education provides an excellent opportunity to improve educational democracy, relevance, and quality. Under this decentralized system, schools and madrasahs are free to be creative in developing the desired quality of educational institutions based on the National Education Standards (SNP) and laws related to the national education system established by the government. (Mutohar, 2013)

Providing high-quality education is a dynamic and challenging endeavor (Rahtikawatie et al., 2021). Education will evolve over time due to the growing awareness of its importance

in providing better opportunities in the future. To improve the quality of human life, education essentially aims to humanize people, mature them, and change their behavior to improve quality. (Halomoan et al., 2023)

Quality is one of the main things parents look for when choosing a school for their children. In fact, many parents are willing to pay high fees as long as their children receive a good, quality education. This is based on the common belief that school is an investment that will lead to future success.

Therefore, schools, madrasahs, and Islamic boarding schools, as Islamic educational institutions, must transform themselves by improving the quality of their processes and the quality of the competencies they produce. In addition, as formal educational institutions in Indonesia, schools or madrasahs must be able to demonstrate their existence as educational institutions that are able to compete in a global era that will be in high demand by the wider community. To maintain their existence and high competitiveness and be in demand by the community without losing the values of the nation and state. (Anggadwita et al., 2021)

Strategic management is one concept that can be offered to educational institutions in realizing quality education. By choosing the right strategy, schools or madrasas will be able to develop constructively and competitively in improving the quality of their education. Strategic management emphasizes the importance of an organization to adapt and choose the right strategy in responding to changes that occur in the external environment (Lickona, 2004). Through the implementation of strategic management, educational institutions will be able to create superior and high-quality human resources who are ready to face various challenges and competition in globalization. The implementation of strategic management is very important in achieving educational success. Choosing the wrong strategy can also be a threat to educational institutions, which can lead to failure (Andia Ro'isatul Vitri, Sulistyorini, 2023).

The various explanations above made researchers interested in studying this in an educational institution. The researchers found two schools/madrasahs that were considered to have good quality and appeal in the city of Jombang. One example of an educational institution that is interesting to study and emulate is MA Unggulan Darul Ulum STEP-2 IDB Jombang. This institution is under the auspices of the Darul Ulum Islamic Boarding School. MA Unggulan Darul Ulum has a long-term plan to foster an appreciation of religious teachings and to implement effective learning and guidance. Achieving student excellence in science and technology. Developing a professional and high-quality management system by keeping up with developments in science and technology. Therefore, to achieve this long-term plan, MA Unggulan Darul Ulum STEP-2 IDB Jombang has many excellent programs that are rarely found in other madrasas. Students are equipped with skills for self-development so that upon graduation, they possess added value that is rarely found in other madrasahs and can implement their potential in all their actions when entering society.

The institution implements strategies to achieve excellence through several flagship programs, including integrated research development, the application of Islamic boarding school traditions, and the Qur'an memorization program. In addition to meeting accreditation criteria, the institution has gained the trust of the community, and many applicants wish to

enroll as students at this Islamic high school. The number of students enrolled in the 2023/2024 academic year at the Darul Ulum Flagship Madrasah reached 841 students..

In addition to its flagship programs, this institution does not only use the government curriculum in the learning process, but also combines the national curriculum, the boarding school curriculum, and the local wisdom curriculum. The implementation of this curriculum has made this madrasah increasingly popular among the community. The quality and competence of teachers at MA Unggulan Darul Ulum Jombang are prioritized because to become a leading school, it must have professional teaching and educational staff. This is evident in the fact that many teachers at MA Unggulan Darul Ulum Jombang have doctoral, master's, and bachelor's degrees, so it is no surprise that MA Unggulan Darul Ulum Jombang has achieved many accomplishments. This management plan has improved the quality of education at MA Unggulan Darul Ulum. (Preliminary Study, at MA Unggulan Darul Ulum Jombang)

Darul Ulum High School in Peterongan, Jombang, East Java has achieved various accomplishments, both in academic and non-academic fields, nationally and internationally. Academic achievements: 2nd and 3rd place in the 2024 Madrasah Science Competition, bronze medal in the 2024 PHIMO (Philippine International Math Olympiad), bronze medal and merit medal in the 2024 TIMO (Thailand International Mathematical Olympiad), and 2nd place in the 2024 National PAI Olympiad. Non-academic achievements: 1st place in Islamic Quiz at the Faculty of Science and Technology, Airlangga University, 1st place in Prisma Islamic Olympiad in the field of Quran Hadith, 1st place in Jombang Regency Tourism Ambassador 2024, Top 15 Best Student Council Presidents in Indonesia. International achievements: Gold and silver medals and awards at the Indonesia International Applied Science Project Olympiad (I2ASPO) 2024, Best Teamwork and Best Maker awards at the 7th Belt and Road Teenager Maker Camp & Teacher Workshop organized by the Chinese Government (Documentation from Darul Ulum Jombang High School).

The findings of several preliminary studies above indicate that this institution is very unique because, in addition to being one of the largest educational institutions in Jombang, it implements specific strategies to improve the quality and competitiveness of the institution, has achieved many accomplishments, and has produced many high-quality graduates. Bertolak dari dua lokasi yang mempunyai keunikan, penelititertarik untuk meneliti tentang "Strategic Formulation of Islamic Boarding School-Based Educational Institutions to Improve Quality and Competitiveness"

Literature Review

Saiful Irfan, Maria, Veronika Roesminingsih, and Mudjito, IJORER: International Journal of Recent Educational Research. This study aims to describe entrepreneurship planning strategies in Islamic boarding schools through a literature review Method: This qualitative descriptive study employs library research to investigate entrepreneurship strategic planning models for Islamic boarding schools. Initially, articles were gathered on the topic in the last decades, with subsequent refinement resulting in a selection of 20 relevant articles. Results: The literature review navigates through entrepreneurship education in Islamic boarding

schools, bringing together various perspectives, approaches, and results. Common surface themes include the amalgamation of entrepreneurial endeavours with religious principles, the quest for financial self-sufficiency, and the diverse effects on students, institutions, and local communities. Novelty: The novelty in this literature review lies in synthesizing diverse perspectives on entrepreneurship education in Islamic boarding schools. The unique intersection of entrepreneurial activities with religious values and the pursuit of economic independence offers a distinctive lens for understanding the dynamics of entrepreneurship education in this context. (Irfan & Roesminingsih, 2024)

Nurdin Rivaldy, Journal Of Social And Educational Research, Strategic Management and Working Mechanism Integrated Islamic Schools in Indonesia. The purpose of the study is to explain the implementation and challenges of strategic management of integrated Islamic educational institutions through a working mechanism. The research uses a qualitative method with a case study approach. The location of the research at the Al Fidaa integrated Islamic school in Bekasi-Indonesia. Data collection through interviews, observations and literature studies. The research informants are foundations and quality assurance and control institutions. Data analysis techniques with source triangulation include data collection, data presentation, data selection and conclusion drawn. The research found that the strategic management of Al Fidaa Islamic School by explaining and translating the vision and strategy; communicating and connecting strategy and measurement objectives; planning, setting goals and strategy initiatives; as well as feedback and strategic learning. The working mechanism is implemented in Al Fidaa Islamic School with the duties of the foundation management, quality assurance institutions and control work teams. The challenges of Al Fidaa Islamic School include the management of competition strategies with other schools, discipline, human resources, and working operational procedures (SOPs). The implications of research with a better working mechanism determine the right strategic management for Al Fidaa Islamic schools (Rivaldy, 2024)

Astuti, Arni Anti Kinas, International Journal of Current Science Research and Review. Implementation of Strategic Management in Building Student Character in Education Institutions in Indonesia. The purpose of this research is to find out and analyze strategic management in realizing student character how student character is manifested and what are the obstacles and solutions in realizing student character. The research method used in this research is a qualitative method with the main data source being observation and interviews with informants who have been selected in this research. The informants in this research were the school principal, teachers, school committee, and students' parents. The analysis technique in this research uses the Miles and Huberman analysis model. The results of the research show that strategy management realizes student characteristics, namely, strategy formulation, strategy implementation, and strategy evaluation. Students' character can be categorized as good, such as good manners, independence, self-confidence, discipline, maintaining cleanliness, dressing neatly, being obedient, and having respect for other people. The challenge in developing student character is including the social environment outside the madrasah. Therefore, it is necessary to have the maximum involvement of parents in preventing deviant behavior.(Kinas, 2023)

Guillermo Fuertes, Miguel Alfaro, Manuel Vargas, Sebastian Gutierrez, Rodrigo Ternero, and Jorge Sabattin, Conceptual Framework for the Strategic Management: A

Literature Review Descriptive, objective of this work is to review the literature of the main concepts that lead to determining the strategic approach, creation of strategies, organizational structures, strategy formulation, and strategic evaluation as a guide for the organizational management, taking into account the effects produced by the different types of strategies on the performance of organizations. In this article, the systemic literature review method was used to synthesize the result of multiple investigations and scientific literature. process of reading and analysis of the literature was carried out through digital search engines with keywords in areas related to the strategic management is research reveals the lack of scientific literature containing important theoretical concepts that serve the strategists as a guide in the creation, formulation, and evaluation of strategies. review contributes to the existing literature by examining the impact of the strategic management on the organizational performance(Fuertes et al., 2020)

Palah, S., Wasliman, I., Sauri, S., & Andriana Gaffar, M. (2022). Principal Strategic Management In Improving The Quality Of Education. International Journal of Educational Research & Social Sciences. This research is motivated by the phenomenon that the quality of education is sti ll low because there are sti ll many principals who have not implemented strategic management. Therefore, the focus of this research i s that it i s known that there are still many principals who have not optimally carried out strategic management so that it affects. The quality of education. Another thing is also known that there are principals who do not have adequate competence, coupled with the lack of infrastructure, lack of support from the community and government, or stakeholders. This research i s generally to obtain an overview of analysing the strategic management of school principals i n improving the quality of education at three Vocational High Schools (SMK) in Sukabumi Regency, namely SMK Yasidik Parakansalak, SMK Terpadu Al-Ittihad Purabaya and SMK Hassina Sukaraja. Specifically, to describe and analyse the principal's strategic management in improving the quality of education, which includes: strategic environmental analysis, formulation of strategi c management, implementation of strategic management, supporting and inhibiting factors of strategic management, evaluation of strategic management. The theory es and concepts used in this study are strategi c management theory according to the theory of quality education, the concept of principals and learning. The method used is descriptive method with qualitative data types. Data was collected t through observation, interviews, and documentation studies. Data analysis was carried out by collecting all information, reducing data, presenting data and drawing conclusions. The results showed that the principal's planning was developed on the basis of the results of the assessment or evaluation i n the previous year and contained development priorities with targets for achievement in the short, medium and long term. The implementation of strategic management is carried out through a seri es of managerial decisions and actions to det ermine school performance within a cert ain time span which in general have been in synergy with the internal environment. The supporting factors for the principal's strategic management, namely: the competence of the principal and the involvement of internal school parti es i n every policy formulation, while the inhibiting factors for the principal's strategic management, namely: ineffective communication bet ween the principal and teachers and education staff, with parent s students, as well as a lack of discipline and responsibility y for efforts to improve school quality. The evaluation of the strategic management of improving

the quality of education i s carried out by the principal for teachers through meetings and other meetings to review external and internal factors encountered, to measure the performance of teachers and education personnel, and to further develop correcti ve actions on deviations that occur i n schools. (Palah et al., 2022)

Mukhsin, Akhmad. Strategic Management in the Development of Islamic Educational Institutions (A Multi-Case Study at MAN 2 Tulungagung and MAN 2 Kota Kediri). Dissertation, Doctoral Program in Islamic Education Management, State Islamic Institute of Tulungagung, 2020. The results of the study show that 1). The formulation of strategies in the development of Islamic educational institutions is carried out by compiling the vision and mission of the madrasah based on EDM, input from all parties, and a commitment to making the madrasah excellent. 2) The implementation of strategies in the development of Islamic educational institutions is carried out by socializing programs, compiling lesson plans, providing training, conducting supervision, and utilizing learning facilities, so that the development of Islamic educational institutions can be achieved optimally, and 3) The evaluation of strategies in the development of Islamic educational institutions is carried out by assessing three aspects, reviewing strategies, measuring the internal performance of madrasahs, and evaluating strategies.(Mukhsin, 2020)

Yusnia Binti Dissertation "Strategic Management in Improving School Quality (A Multi-Case Study at MIN 3 Magetan and SDIT Al Uswah Magetan)" Dissertation, Doctoral Program in Islamic Education Management, State Islamic Institute of Tulungagung 2021. From the results of this study, it can be concluded that: (1) The formulation of strategies to improve school quality includes a) the development of a religious character-based curriculum, b) the development of religious professionalism-based human resources, c) the development of partnership-based infrastructure, d) the development of a healthy culture-based environment, and e) the development of religious character and high-achieving students. (2) The implementation of strategies to improve school quality involves: a) developing a habit-based curriculum, b) developing human resources based on religious values, competencies, and motivation, c) developing incidental needs-based infrastructure, d) developing a participatory environment, and e) developing student affairs based on motivation and habit formation. (3) Evaluation of strategies to improve school quality is carried out in a structured, semi-structured, and non-structured manner. (Yusnia Binti Kholifah, 2020)

Julitri Maria, Strategic Management of Madrasah Aliyah Kota Metro (Case Study at Madrasah Aliyah Metro) DISSERTATION Postgraduate Program, Raden Intan State Islamic University Lampung 2022. Research findings: 1) The strategic planning process includes the formulation of vision, mission, and objectives. Organizational objectives are an elaboration of the mission, and the mission is a statement used as a means of communicating the objectives of an organization. 2) A strategy is needed to use strengths to overcome threats or challenges, use strengths to take advantage of opportunities, and a madrasah needs a strategy to use strengths to take advantage of opportunities. Strategies to reduce weaknesses in order to take advantage of opportunities, strategies to cover weaknesses by taking advantage of threats. Not all madrasas have strategies to reduce weaknesses in order to take advantage of opportunities. 3) Management, aspects of short, medium, and long-term plans. All elements create work

programs based on their main tasks. 4) Strategic organizational culture management includes socializing the madrasah culture, which is closely related to the vision and mission of the madrasah principal, as well as the positive habits and values that bind the entire madrasah community. Rewards and punishments, excellent madrasah culture. 5The implementation of strategic management evaluation includes monitoring, measuring performance, and taking corrective measures. Monitoring is carried out in all aspects, including learning activities and the performance of all elements on a regular basis. Evaluating the results of cooperation with external parties. Supervision by the head of the madrasah and supervision by the madrasah supervisor. Educator performance assessment documents (PKG). School Self-Evaluation (EDS) once a year by the school development team.(JULITRI MARIA, 2022)

Research Method

This study uses a descriptive qualitative approach with a multi-case type to understand strategic management of Islamic educational institutions based on Islamic boarding schools in improving quality and competitiveness. The researcher focuses on the background, conditions, and interactions that occur in strategic management, in the form of an analysis of external and internal factors and the formulation of strategies used to improve quality and competitiveness. The researcher collects empirical data that has certain criteria, namely validity, reliability, and objectivity related to strategic management analysisa(Abdul Fattah Nasution, 2023). This research was conducted at MA Unggulan Darul Ulum STEP-2 IDB Jombang. The selection of this location was based on the reputation of the Islamic Boarding School-based school institution, which is capable of producing generations that excel in both academic and spiritual fields. Both institutions are competitors of state institutions in East Java and even nationally, as evidenced by the high level of public interest and the myriad of achievements they have attained.

The research subjects included the principal, vice principal for curriculum, vice principal for student affairs, vice principal for facilities and infrastructure, teachers, and students, who provided primary data on strategic management, quality, and competitiveness of the institution. All provided information related to the formulation of strategies that could make the institution high-quality and competitive. Secondary data in the form of documents, records, and related literature also support the analysisss(Rahmadi, 2011). Data collection was carried out using observation, interviews, and documentation methods. In-depth interviews were conducted with predetermined research subjectsData analysis used the method (Matthew B Miles, A Michael Huberman, 2014) which includes data reduction, data presentation, and drawing conclusions. Data validity testing was conducted using source and technique triangulation to ensure the credibility of data obtained from various informants and data collection methods(Sri Wahyuningsih, 2013). This triangulation ensured that the data collected was relevant, valid, and could be used to answer the research problem formulation.

Result

Internal factors that influence quality and competitiveness at MA Unggulan Darul Ulum STEP-2 IDB Jombang include student characteristics, professional teachers and educators, adequate facilities and infrastructure, a Islamic Boarding School-based environment, and adequate funding. External factors that influence quality and competitiveness include partnerships, being a school trusted by the community, easy access to the location, and competition from other institutions.

Formulation of Islamic boarding school-based educational institution strategies to improve quality and competitiveness at MA Unggulan Darul Ulum STEP-2 IDB Jombang based on the results of internal and external factor analysis. From these results, the strategy formulation to be used was then determined. In this case, there are several strategic formulations, namely curriculum development strategy, human resource development strategy, active learning strategy, infrastructure development strategy, student development strategy, cultural and environmental development strategy, and management development strategy. All formulations are in the same scope, but differ in their implementation, as they are elaborated through different activity programs.

Discussion

Internal Factors of Islamic Boarding School-Based Educational Institutions in Improving Quality and Competitiveness

Quality and competitiveness are two key pillars that determine the success of an institution. In this context, internal factors play a very important role. Institutions that are able to effectively utilize their internal potential can not only improve quality standards, but also strengthen their position in an ever-changing market. Through proper management of internal factors, institutions can overcome challenges and seize opportunities, making quality a key point in building sustainable competitiveness.

The internal environment of an organization consists of components that are directly related to the running of the organization and can influence every organizational program, procedure, and policy. The findings of the study at MA Darul Ulum 2 Unggulan BPPT Jombang show several internal factors, namely: the characteristics of students, professional teachers and educational staff, adequate facilities and infrastructure, a Islamic Boarding School-based environment, and adequate funding.

The above findings show a positive aspect, namely strengths. These strengths give schools an advantage in terms of their resources or efforts to improve themselves over their competitors. These strengths are what differentiate one school from another. This explanation can be summarized as follows: strengths are the advantages of educational institutions, which are viewed positively by the public. This reinforces Ismail Solihin's opinion that strength is a condition in which an organization is able to perform all of its tasks very well. The above results do not indicate any weaknesses, meaning that the internal environment is functioning

well and there are no factors that could reduce the school's rating. The above findings show that MA Unggulan Darul Ulum STEP-2 IDB Jombang has the strength to develop the institution. However, several factors still have weaknesses. Environmental analysis was carried out by trying to balance the internal strengths and weaknesses of the organization with external environmental opportunities and threats. Some of the weaknesses identified are: Uneven abilities among students; Madrasah funding has not received comprehensive BOS assistance in accordance with the number of students; Classrooms have air conditioning, CCTV, and Android TV facilities (in terms of infrastructure). There are several educators who do not yet have teaching certificates and are still working at other institutions.

The above results show strengths and weaknesses, but these can be conditioned by the application of the right strategy. In terms of environmental analysis, this is in line with the theory that states that environmental analysis is a series of descriptions of the conditions of the organization's environment, which includes the internal and external environments. The internal environment includes variables of strengths and weaknesses, which include the structure, culture, and resources of the organization. (Irani et al., 2014). The internal environment has two variables, namely strengths and weaknesses. The strengths and weaknesses in the internal environment of an organization that can be managed by management include:

a. Organizational structure, including personnel composition and placement.

b. Organizational systems for achieving organizational effectiveness, including internal communication effectiveness.

c. Human resources, natural resources, skilled labor in terms of resource empowerment, including the composition and quality of human resources.

d. Operational costs and their sources.

e. Other factors that describe support for existing organizational performance/mission processes, as well as those that may potentially arise in the internal environment of the organization, such as technology that has been used to datess (Akdon, 2013)

The process of conducting an internal environmental analysis is carried out by collecting and combining information on management, marketing, finance/accounting, production/operations, research and development, and the organization's management information system operations. Internal environmental analysis includes: analysis of students or learners, analysis of teaching staff, analysis of school physical facilities, analysis of the curriculum, and analysis of school administration and finances (Atikah, 2024)

External Factors of Islamic Boarding School-Based Educational Institutions in Improving Quality and Competitiveness

The characteristics of the Darul Ulum STEP-2 IDB Jombang flagship MA are as follows: good educational unit partnerships, institutional competition, and a community culture that largely entrusts the task of education entirely to madrasahs. The quality and competitiveness of institutions are influenced not only by internal factors, but also by various external factors that play an important role. Amidst the dynamics of the global market, changes in consumer

preferences, government policies, and technological advances present challenges and opportunities that every institution must face. This external environment requires institutions to continuously adapt and innovate in order to maintain their position in the market. Factors such as industry competition, technological developments, and social trends have a significant impact on the ability of institutions to provide quality products and services. Institutions that are able to understand and respond quickly to these changes will not only improve quality, but also strengthen their competitiveness.

The above explanation shows that the institution has opportunities, namely profitable potential that can be achieved by organizations that have not yet been mastered by competitors and have not yet been touched by external parties or environments. In this case, it is a strong partnership, trusted by the community, and easy access to locations.

The findings of revealed several external factors, namely: good partnerships, public trust, easy access to the location, and competition among institutions. The four external factors above show that has opportunities, meaning that the environmental conditions are advantageous for educational institutions. Opportunities are external environmental conditions that can point the way to improving the quality of the school, such as good institutional partnerships, community trust, and easy access to the location. If opportunities can be identified and utilized quickly, they will be an advantage for the school in terms of its future sustainability and rapid growthThe above description shows that SMA Darul Ulum 2 Unggulan BPPT Jombang has opportunities, namely profitable potential that can be achieved by organizations that are not yet controlled by competitors and have not yet been touched by external parties or environments(Solihin, 2013). In this case, these opportunities are strong partnerships, trust from the community, and easy access to the location.

The external environment of educational institutions will continue to evolve and be dynamic, creating opportunities or negative impacts on the growth of these institutions. The external environment has two variables, namely opportunities and threats, which consist of two parts, namely the task environment and the general environment. The external environment refers to conditions outside the organization that directly influence the continuity of the organization, such as protests or strikes, changes in legislation, and environmental uncertainty(Rahlan Maulana & Anwar, 2022)

Slightly different from the external factors, the strengths of Darul Ulum STEP-2 IDB Jombang are as follows: good educational partnerships, institutional competition, and a community culture that largely entrusts the task of education entirely to madrasahs..

From the above results, institutional competition has become a threat, as other madrasah institutions are also improving to become high-quality and competitive. However, despite these threats, this madrasah has identified three factors that represent opportunities for development, namely: good partnerships with other educational institutions, and a community culture in which most people entrust the task of education entirely to the madrasah. This is in line with the theory that the external environment has two variables, namely opportunities and threats, and consists of two parts, namely the task environment and the social environment.. Furthermore, Siagian divides the external environment into the immediate external

environment and the distant external environment. The immediate external environment is the environment that has an impact on the organization's operational activities, such as the conditions within the scope in which the organization operates, the competitive situation, the market situation, and so on. Meanwhile, the distant external environment can be political, economic, technological, security, legal, socio-cultural, educational, and cultural in nature, indirectly influencing the organization's operational activities(Wahyudin, 2018)

The above explanation shows that internal and external factor analysis is conducted to determine the right strategy, which supports Rino Ariyanto Akhmad's opinion that decision-making at the managerial and top management levels is greatly influenced by various factors. The phenomenon under consideration is influenced by external and internal factors (Harahap, 2021). The analysis results are shown in the following chart:
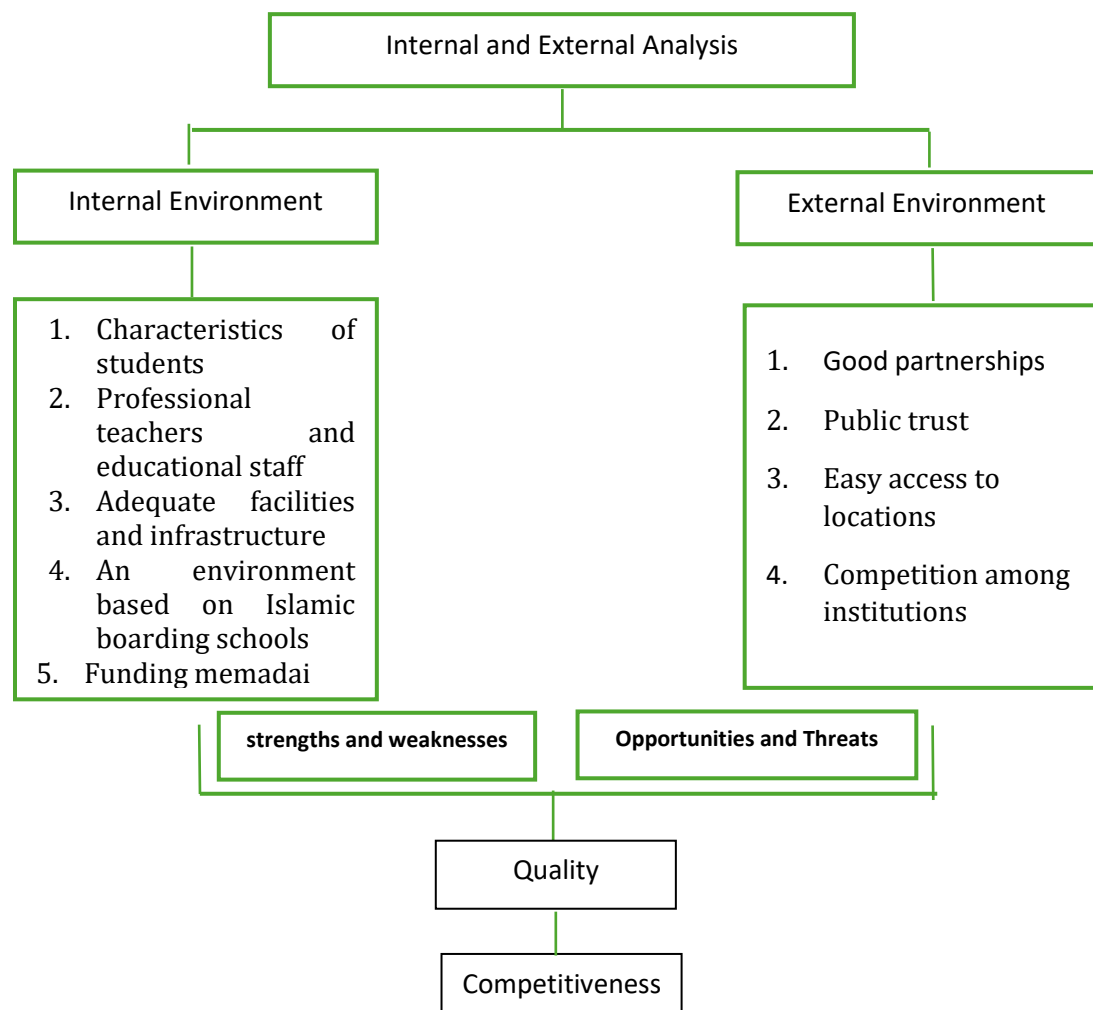

Fig. 1 Chart of Internal and External Factors in Improving Quality and Competitiveness

Formulation of Strategies for Islamic Boarding School-Based Educational Institutions in Improving Quality and Competitiveness

Quality and competitiveness have become two fundamental elements that cannot be separated. Both require a strategic approach that is well-planned and focused. Effective strategy formulation aims not only to achieve short-term goals, but also to build a solid foundation for

long-term sustainability and growth. In this context, quality is not just a standard that must be met, but also a competitive advantage that can differentiate an institution in the market

Curriculum development strategies that combine or integrate several curricula can improve the quality and competitiveness of institutions. Strategy formulation must analyze strategic factors, namely strengths, weaknesses, opportunities, and threats in the current situation. This is in line with the theory put forward by J.D Hunger and Wheelen, T.L, namely that strategy formulation is the development of long-term planning for effective management through environmental analysis. This also includes the mission, vision, and objectives of the company, strategy development, and policy direction(Wheelen & Hunger, 2013). locations, as stated by David, are that the process of implementing strategic management includes several strategic stages, namely internal and external factor analysis, formulation, implementation, and assessment (Fred R David, 2010). Masrokan's research states that the achievement of the vision, mission, and objectives of the institution, as well as the results of the internal and external environmental analysis of the institution, are used as the basis for formulating strategies to improve quality and competitiveness (Rohman, n.d.)

Strategy formulation is very important. Broadly speaking, the two research locations applied the following strategies: curriculum development strategy, human resource development strategy, infrastructure development strategy, student development strategy, cultural and environmental development strategy, and management development strategy. The complexity of the formulated strategies requires the institution managers to be skilled in utilizing HR effectively and efficiently and to be responsible for the established formulation. Both locations have their own characteristics, even though they are under the same umbrella, but the founding philosophy of both remains unchanged. The strategy formulation relates to curriculum development strategies, the development of educator and educational staff competencies, the development of facilities and infrastructure, the development of student activities, and the development of culture and environment.

The curriculum development strategy implemented in two locations by combining or integrating several curricula can improve the quality and competitiveness of institutions. The strategy of combining national, international, and Islamic boarding school curricula has proven to be effective and plays a very important role in improving the quality and competitiveness of educational institutions. This curriculum integration responds to the needs of the community, namely institutions that are able to equip students with general and religious competencies simultaneously, The curriculum is highly relevant and of high quality. The development of this curriculum is in line with the needs of the times and developments in science and technology, which can improve the quality of learning. The curriculum is in line with developments in the world of work and the demands of society, accommodating the necessary skills. Therefore, these two educational institutions are able to produce graduates who are more competent and ready to face challenges. This strategy is an effort to realize the vision and mission of the institution, which is in line with the theory that explains that the strategy of Islamic educational institutions reflects the true desires and goals of the organization. Akdon explains that strategy formulation is closely related to the main functions of the organization, which are clearly outlined in the organization's mission statement(Fred R David, 2010)

Human Resource Development Strategy: Human resource development aims to realize quality, competitive education. The formulation of improving the competence of educators and education through training, workshops, MGMP (Teacher Working Groups), and appropriate educator qualifications is an effort to create superior human resources. Human Resource Excellence. Within Islamic educational institutions, an organizational culture is developed that places people at the center, or as the resource that determines the success of the organization. Therefore, the knowledge, skills, expertise, and attitudes of human resources towards their work as service providers to students are continuously developed and improved. At the same time, the ability to solve problems faced by schools at present and to anticipate problems that may arise as a result of globalization in the future is also developed (Rachmat, n.d.).

Human resource development in both institutions can improve quality and competitiveness. Qualified human resources encourage institutions to achieve their goals more efficiently and effectively. With trained, competent, and enthusiastic HR in both institutions, they can create higher quality educational outputs or services, as well as have stronger competitiveness in the global education market. Therefore, investing in HR development in both institutions is a very important strategic step to ensure the sustainability and success of the institutions.

Active, creative, and enjoyable learning strategies are formulated by focusing on student-centered learning, so that the strategy involves the application of learning models, varied learning methods, the use of technology, and creativity in learning media. This strategy is formulated to create a quality learning process, so that the institution has good and competitive educational quality. In theory, the quality of education is defined as the alignment between the needs of stakeholders, both internal (students, educators, principals, and other educational personnel) and external (prospective students, parents, the community, the government, the business world, and industry), and the services provided by education managers(Sani, 2015). Susanto explains that education is considered to be of high quality when measured using quality indicators, which can be divided into five types, namely: 1) input quality; 2) process quality; 3) output quality; 4) human resource quality; 5) facility quality(Nana Syaodih Sukmadinata, 2016)

The strategy for developing facilities and infrastructure is an important formulation, because the development of learning technology infrastructure, digital library management, and digitization of learning facilities are important efforts to improve the learning process. The formulation of a strategy for developing facilities and infrastructure is a self-evaluation by the institution to become high-quality and competitive. Improving the quality of educational institutions can be achieved through improvements in the effectiveness of learning and the condition of facilities and infrastructure(Zohriah et al., 2023)

Student development strategies and student activities are key to improving the quality of an institution, as student output is a measure of an institution's success. Student development strategies can be seen in extracurricular activities, habit-forming activities, and flagship programs. There are two types of extracurricular activities: compulsory extracurricular activities, such as scouting, and optional extracurricular activities in various fields, such as arts, sports, technology, and so on. Each student may choose a maximum of two optional

extracurricular activities. Habit-forming activities are carried out every day, such as morning assemblies and recitation of the Qur'an before morning assemblies. Istighotsah, literacy, and Quran recitation activities are held once a week. Activities held once a month include learning the Kitab Kuning and the One Month One Book Movement. The flagship programs are the Tahfid al Quran program, Robotics, Science and Social Olympiad (SSO), International Certification, Olympiad classes, and the SKS Program. This development aims to create superior educational institution outputs or products that are distinct from those of other institutions. In theory, product differentiation strategies encourage institutions to find their own uniqueness in their target market. The uniqueness of the product (goods or services) allows a company to attract the maximum interest of its potential consumers (Porter, 2001)

Environmental and cultural development strategies are carried out through mentoring, familiarization, and cultivation of the Islamic Boarding School culture, development of school hydroponics, development of school greenhouses, development of English, Arabic, and French language culture through English morning, Arabic day, and morning assembly activities, the implementation of infaq and shodaqoh activities integrated into the student council work program, the use of the school's digital library as a medium for developing students' literacy skills, the availability of a student honesty canteen, and the management of a school waste bank as a form of continuous environmental preservation efforts. This formulation is capable of creating a conducive learning environment, thereby making the institution a high-quality and highly sought-after (competitive) institution. This supports the theory that one of the pillars of quality is an educational environment that encourages the creation of a quality educational climate(Nana Syaodih Sukmadinata, 2016).

Conclusion

Internal and external factors were analyzed at the location. The internal environment was found to have several factors, namely the characteristics of the students, teachers and professional educational staff, adequate facilities and infrastructure, an environment based on Islamic boarding schools, and adequate funding. These internal factors are the strengths and weaknesses of the institution. External factors include good partnerships, community trust, easy access to the location, and competition among institutions. These external factors represent the institution's opportunities and challenges. Formulation of Islamic boarding school-based educational institution strategies to improve quality and competitiveness at MA Unggulan Darul Ulum STEP-2 IDB Jombang based on the results of internal and external factor analysis. From these results, the following strategies were formulated: curriculum development strategy, human resource development strategy.

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