

Strategic Management in the Development of Islamic Education at the Al-Ikhwan Islamic Boarding School in Pekanbaru City

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Abstract. *Problem formulation: (1) How is strategic management applied at the observation and environmental analysis stage in the development of Islamic education at the Al-Ikhwan Islamic Boarding School in Pekanbaru City? (2) How is strategic management applied at the strategy formulation stage in the development of Islamic education at the Al-Ikhwan Islamic Boarding School in Pekanbaru City? (3) How is strategic management applied at the strategy implementation stage in the development of Islamic education at the Al-Ikhwan Islamic Boarding School in Pekanbaru City? and (4) How is strategic management applied at the evaluation and control (strategic control) stage in the development of Islamic education at the Al-Ikhwan Islamic Boarding School in Pekanbaru City? Research method: This research is a type of field research with a qualitative research approach, conducted at the Al-Ikhwan Islamic Boarding School in Pekanbaru City. The research period is 6 months, from January to May 2025. The informants in this study consist of: founders, managers, and teachers/ustadz of the Al-Ikhwan Islamic Boarding School. Data collection uses observation, interview and documentation study techniques. Research results: the application of strategic management in the development of Islamic education at the Al-Ikhwan Islamic Boarding School in Pekanbaru can be seen from 4 (four) stages: (1) The application of strategic management in the development of Islamic education at the Al-Ikhwan Islamic Boarding School in the environmental observation and analysis stage includes: (a) observation and analysis of the external environment, which includes geographical, religious, social, cultural and economic, and (b) observation and analysis of the internal environment, consisting of: Human Resources (HR) (leaders, managers, teachers and employees), students, funding sources, facilities and infrastructure, (2) The application of strategic management in the development of Islamic education at the Al-Ikhwan Islamic Boarding School in the strategy formulation stage, includes: (a) formulating and determining the vision, mission and objectives, and (b) formulating and determining strategies, directions and policies, (3) The application of strategic management in the development of Islamic education at the Al-Ikhwan Islamic Boarding School in Pekanbaru in the*

strategy implementation stage, includes: (a) application of the education system, (b) application of the education curriculum, (c) application of the learning activity schedule, (d) application of culture learning, and (e) application of learning methods, (4) Application of strategic management in the development of Islamic education at the Al-Ikhwan Islamic Boarding School at the evaluation and strategy control stages.

Keywords: *Strategic Management, Development of Islamic Education, Al-Ikhwan Islamic Boarding School.*

1. Introduction

Islamic boarding schools and madrassas as sub-systems of National education which are characteristic of traditional Islamic educational institutions as well as the oldest education typical of Indonesia (Nurcholish Madjid, 2014), have a very strategic role in the development of the nation's culture and civilization in an effort to enlighten the nation. national life. Mujamil Qomar provides an overview of Islamic educational institutions for Islamic boarding school students as follows:

In addition to being an Islamic educational institution, the Islamic boarding school is a never-ending source of inspiration for science enthusiasts and researchers who seek to disentangle its anatomy from various definitions. From its crater, as an object of study, doctors from various disciplines have been born, ranging from anthropology, sociology, education, politics, religion and so on, so that the Islamic education system in this country has made a huge contribution to overall human development (Mujamil Qomar, 2012).

Islamic boarding schools as educational institutions for ulama in general continue to carry out their mission so that the people have an understanding of religious sciences (tafaqquh fi al-din) and motivate the cadre of ulama in their mission and function as heirs of the Prophets (warasat al-anbiya) (Irwan Abdullah, et al., 2010). Esxistency of the Islamic boarding school in the midst of the rapid pace of modernization to this day can still survive with its own identity. Bearing in mind the existence of several fundamental values of Islamic boarding school education so far, including: (1) commitment to transfer religious knowledge (tafaqquh fi al-din), values for being firm in respecting religious concepts and teachings, (2) education throughout the entire time/lifelong (full day school), (3) integrated education by collaborating between formal and non-formal education (whole education, text and contextual or theoretical and practical, (5) diversity, freedom, independence and responsibility, (6) students are taught how to live in society (Sukamto, 2015).

The existence of Islamic boarding schools in realizing these fundamental values apparently cannot be separated from the existence of Kyai as central figures (Hasbullah, 2012), which is a title given by society to the ulama who own and are leaders of the Islamic boarding school. Islamic boarding school students also teach classical Islamic books to their students (Zamakhshari Dhofier, 2010). The title of Kyai is commonly used in Islamic boarding schools on the islands of Java and Madura, while in Islamic boarding schools on the island of

Sumatera (West Sumatra and Riau), the title of Kyai is rarely used and more often uses the term Buya, which sociologically is still recognized by society as an ideal figure due to its high cultural and structural position. (Karel A. Steenbrink, 2009). A more specific statement about culture, structure and important elements in the scope of Islamic education in Islamic boarding schools, among others, was written by KH. Imam Zarkasyi that Islamic boarding school is:

Islamic educational institutions with a boarding system, with the kyai (Islamic religious leader) as the central figure, the mosque as the center of activities that animates the institution, and Islamic religious teaching under the guidance of the kyai, followed by the students, is the primary activity. The kyai, students, mosque, pondok or dormitory, and Islamic religious education are the most important elements within the pesantren (Compilation Team, 2013).

The above description illustrates that the existence of a kyai/buya is a central and ideal figure and also serves as the highest leader/top manager responsible for implementing the three functions of a pesantren:

(1) as an educational institution that transfers religious knowledge (tafaqquh fi al-din) and Islamic values (Islamic values), (2) as a religious institution that exercises social control, and (3) as a religious institution that carries out social engineering or community development (Abdurrahman Mas'ud, 2014).

In an effort to connect these three functions, a strategic decision is necessary, summarized in a strategic management process carried out solely to make Islamic boarding schools effective, with programs that are systematic, measurable, achievable, rational, scheduled, and sustainable. Strategic management, according to Masrokan Mutohar, is defined as follows:

Strategic management is a series of managerial decisions and actions, encompassing both short-term and long-term formulation, implementation, and evaluation, repeatedly and continuously within an organization, involving human and non-human resources in strategic mobilization and control to achieve desired goals (Masrokan Mutohar, 2014).

According to Nawawi:

Strategic management is a process or series of fundamental and comprehensive decision-making activities, accompanied by the determination of how to implement them, made by top management and implemented by all levels within an organization, to achieve its goals (Akdon, 2011).

One Islamic boarding school that implements strategic management in an effort to develop the three functions mentioned above is the Al-Ikhwan Islamic Boarding School in Pekanbaru City. It is a traditional Islamic educational institution (Salafiyah). Founded by Abuya H. TM. Busra, BA, through the Syekh Burhanuddin Foundation (YASBU) Pekanbaru on Shawwal 15, 1409 H / June 21, 1989, with the aim of producing intellectual scholars and community leaders who are knowledgeable and creative, skilled and independent, and faithful and devoted to Allah SWT. The vision and mission of the Al-Ikhwan Islamic Boarding School are:

Vision: "To produce Muslim intellectuals as cadres of ulama (Islamic scholars) and community leaders with noble morals and mastery of appropriate technology" (Data Source, 2024).

Since its inception, the Al-Ikhwan Islamic Boarding School in Pekanbaru has received positive support, both moral and material, from the local government and the surrounding community, resulting in encouraging progress. Since its inception, the Islamic Boarding School has produced approximately 2,000 alumni spread across various regions in Riau Province.

The above description demonstrates that the outstanding achievements, the increasing number of students studying year after year, and the positive support, both moral and material, from the local government and the surrounding community can be used as indicators of the growing expectations and trust of the community (stakeholders) in the existence of the Al-Ikhwan Islamic Boarding School in Pekanbaru. Based on this, the implementation of strategic management at the Al-Ikhwan Pekanbaru Islamic Boarding School is a necessity, and it should be acknowledged that the environmental observation and analysis stage has shown several advantages and strengths.

The description above shows that the increase in the number of students studying from year to year and the positive support, both moral and material from the Regional Government and the surrounding community can be used as an indicator of increasing hope and trust from the community (stakeholders) towards the existence of the Al-Ikhwan Islamic Boarding School in Pekanbaru City. Based on this, the implementation of strategic management at the Al-Ikhwan Islamic Boarding School in Pekanbaru City is a necessity, and it is worth recognizing that the environmental observation and analysis stages have shown several advantages and strengths. However, based on the preliminary study the author sees a gap in terms of strategy formulation and strategy evaluation, where the large number of students can give rise to new problems related to the development of Islamic education and the quality of Islamic education. Because, based on the existing data, it is known that the number of students at the Al-Ikhwan Islamic Boarding School in Pekanbaru City until 2024-2025 was recorded at 621 people, consisting of 389 students at the Junior High School (al-Wustha) and 232 students at the Senior High School (al-Ulya), who were cared for by 90 people consisting of caregivers, teachers and employees who were dominated by non-professional staff, with inadequate educational facilities and infrastructure.

2. Research Methods

This research is a type of field research with a qualitative research approach, namely research that attempts to describe research data in words or sentences that are separated into categories and analyzed to obtain conclusions. Before being analyzed, the data generated from the research will be described first. Qualitative research methods can be used to uncover and understand something behind an unknown phenomenon. Data comes from various sources, usually from interviews and observations. Researchers here collect data and present it in such a way that the informants are allowed to speak, the goal is to

obtain an honest report. Then the conditions described must be relevant, especially with the existing situation, so that theory can be used as a control (control) for the treatment of existing phenomena. (Soeharsimi Arikunto, 2012)

3. Results and Discussion

3.1. Implementation of Strategic Management in the Environmental Observation and Analysis Stage

The environment is defined as "a spatial unity with all objects, forces, conditions, and living creatures, including humans and their behavior, which affects nature itself, the continuity of life, and the well-being of humans and other living creatures" (Amos Neolaka, 2012). It is one of the most important factors supporting the success of an organization or institution in achieving its goals (Bahruddin Supardi, 2013). One strategic management process is assessing the organizational environment through an organizational environmental analysis process, which encompasses conditions, situations, circumstances, events, and influences within and around the organization that impact the organization's life, including internal strengths, internal weaknesses, external opportunities, and external challenges. Therefore, in formulating a strategy, organizational leaders must first analyze the organization's environment, both external and internal (Akdon).

a. External Environmental Observation and Analysis

1. Geography

The observations of Buya H. TM. Busra, BA, the founder and leader of the Al-Ikhwan Islamic Boarding School, regarding the strategic geographical location of Pekanbaru, demonstrate the application of sound strategic management, which served as the initial basis for establishing the Al-Ikhwan Islamic Boarding School.

2. Religion

Based on the author's interviews with informants, it can be seen that in a strategic management perspective, observation and analysis of the environment, specifically religion, religious life, and the religious practices of the surrounding community, influence organizational performance. Al-Ikhwan Islamic Boarding School in Pekanbaru is a living organization within a system that is constantly interconnected and influencing each other. Therefore, to maintain its existence, the organization needs to recognize and master various information about its strategic environment. The purpose of environmental observation is to identify the organization's external strengths and weaknesses, understand the organization's external opportunities and challenges, and anticipate future changes (akdon). Therefore, before the Al-Ikhwan Islamic Boarding School in Pekanbaru was established, the first step was taken by its founder, Buya TM. Busra's approach involves conducting environmental observations and analysis to identify and master various strategic environmental information. One way to do this is by examining the religious background of the surrounding community to determine whether these represent opportunities and strengths, or challenges and threats.

The above statement aligns with Agustinus Sri Wayhuni's opinion that environmental observation and analysis are crucial in strategic management and must always be conducted by top managers. These include: (1) that organizations do not exist in isolation, but interact with other parts of their environment, and that the environment itself is constantly changing. In many cases, companies fail due to their inability to analyze and adapt to fluctuating environmental conditions, and (2) that highly complex environmental influences can impact the performance of many different parts of a company (Agustinus Sri Wahyudi, 2013).

The religious and religious life of the Muslim community in Pekanbaru City in particular, and the Muslim community in Riau Province in general, which is known as a religious society, and the Malay ethnic group is known to be synonymous with Islam, presents opportunities and strengths on one hand, but also challenges and threats to the development of Islamic education at the Al-Munawarah Islamic Boarding School in Pekanbaru City, Riau Province.

3. Socio-Economic

Based on interview data, it is clear that the initial stage of implementing strategic management at the Al-Ikhwan Islamic Boarding School in Pekanbaru for the development of Islamic education began with observing and analyzing the external environment, encompassing religious, social, and economic factors that impact the Islamic Boarding School's progress and decline, including internal strengths, weaknesses, external opportunities, and challenges. The purpose of this environmental observation is to identify the organization's external strengths and weaknesses, and to understand the organization's external opportunities and challenges, enabling it to anticipate future changes.

b. Internal Environmental Observation and Analysis

The internal environment is the internal conditions of an organization, encompassing resources, both human and financial, the organization's elements and components, and its strengths and weaknesses. The purpose of environmental observation is to identify the organization's internal strengths and weaknesses, and to understand its internal opportunities and challenges, enabling the organization to anticipate future changes (Akdon). The internal environment in this discussion includes: Human Resources (HR), financial resources, facilities and infrastructure.

1. Human Resources (Leaders/Managers, Teachers, and Staff)

Based on interviews with informants, the author found that the strategic management of the Al-Ikhwan Islamic Boarding School in improving the quality of its human resources is evident in the leadership's efforts to encourage teachers to continue their education at both undergraduate and postgraduate levels. The boarding school even provides special scholarships for teachers who wish to continue their education at Ma'had Aly Al-Ikhwan, subject to certain terms and conditions. In the 2024-2025 academic year, the Islamic Boarding School's human resources (HR) have increased in terms of teacher professionalism based on educational classification, while the number of staff has also increased.

2. Student Selection

The implementation of strategic management at the Al-Ikhwan Islamic Boarding School in Pekanbaru in the development of Islamic education is based on observations and analysis of the internal environment, particularly for students. This aligns with the wishes, ideals, and commitment of the founder, leadership, and management of the boarding school, ensuring that students enrolled at Al-Ikhwan Islamic Boarding School are selected students who have been screened through established test standards to ensure their quality is maintained and developed. While studying at Al-Ikhwan Islamic Boarding School, students are prohibited from bringing cell phones due to concerns that they may have a negative influence if they fail to maintain self-control in using these communication devices. For communication with parents, the dormitory guardians and caretakers will provide cell phone access. It is hoped that these circumstances and conditions will encourage students to actively study and acquire religious knowledge while at this Islamic boarding school. This will also encourage parents and the surrounding community of Pekanbaru City who wish their children to study and acquire religious knowledge at this Islamic boarding school without feeling burdened by worries about their children's well-being.

These circumstances and conditions have made Al-Ikhwan Islamic Boarding School in Pekanbaru a popular choice for enrolling their children in religious studies. In fact, since its founding, 36 years after its founding, this Islamic boarding school has had approximately 2,000 alumni spread across the provinces of Riau, Riau Islands, West Sumatra, and Jambi. The number of students studying at this Islamic boarding school has increased significantly over the years. In the 2019-2020 Academic Year the number of students recorded was 480 people, in the 2020-2021 Academic Year the number of students recorded was 523 people, in the 2021-2022 Academic Year the number of students recorded was 540 people, in the 2022-2023 Academic Year the number of students recorded was 580 people, in the 2023-2024 Academic Year the number of students recorded was 610 students, and in the 2024-2025 Academic Year the number of students recorded was 621 people.

3. Facilities and Infrastructure

The implementation of strategic management at the Al-Ikhwan Islamic Boarding School in Pekanbaru in developing Islamic education, based on observations and analysis of the internal environment, in terms of educational facilities and infrastructure, is crucial for the continuity of educational activities at this Islamic Boarding School. With the tenacity and perseverance of the founder, caretakers, and managers, efforts are being made to continuously improve the educational facilities and infrastructure at this Islamic Boarding School, both through self-funding and assistance from the community and related agencies. This has resulted in significant developments and improvements over the years.

3.2. Implementation of Strategic Management in the Strategy Formulation Stage

a. Formulating the Vision, Mission, and Learning Objectives

Islamic boarding schools are educational institutions that aim to tafaqquh fiddin (understanding religion) and forming the morality of the people through education. Until

now, Islamic boarding schools generally aim to study religion and produce good Muslim individuals who implement Islamic teachings consistently in their daily lives. The aim of tafaqquh fiddin and producing a Muslim personality who is kaffah in implementing Islamic teachings is based on the guidance of the Koran and Sunnah of the Prophet SAW, where the Prophet is the top model and imaginary teacher for Islamic boarding schools according to Abdurrahman Mas'ud's terms. This goal is the main goal in every Islamic boarding school which is a traditional Islamic educational institution that firmly maintains the traditions of the Salaf al-Shalih and Wali Songo ulama which are believed to originate from the Prophet Muhammad. In this way, Islam will survive and develop in society, especially in Indonesia. As for specific goals, each Islamic boarding school also has specific goals that depend on the caregivers. For example, the goal is to produce huffadz (Quran memorizers), fuqaha' (jurisprudence experts), and Arabic language experts.

The goal of Islamic education is the development of Islamic values to be realized in the individual students at the end of the process. In other words, the goal of Islamic education, according to HM Arifin, is the realization of Islamic values in the individual students, as endeavored by Muslim educators through a process that culminates in a product with an Islamic personality that is faithful, pious, and knowledgeable, capable of developing themselves into obedient servants of Allah. The goal of Islamic education, according to Buya Busra, as outlined in the vision and mission of the Al-Ikhwan Islamic Boarding School, aligns with the function and objectives of national education as formulated in Law Number 20 of 2003 concerning the National Education System, Article 3 of which states:

National education functions to develop abilities and shape the character and civilization of a dignified nation in order to educate the nation. National education aims to develop the potential of students to become individuals who believe in and fear God Almighty, possess noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. (Law No. 20 of 2003)

The functions and objectives of national education, as outlined in Law No. 20 of 2003 concerning the National Education System, constitute Islamic education regulations that accommodate demands for recognition of the education system that has grown and developed in Indonesian society long before independence (Mahmud Yunus, 2003), namely the Islamic boarding school (pesantren) and madrasah (madrasah) education systems, which are characteristic of traditional Islamic educational institutions and the oldest form of education unique to Indonesia (indigenous). As Islamic educational institutions, Islamic boarding schools are a constant source of inspiration for knowledge seekers and researchers who seek to unravel their anatomy from various dimensions. From its foundation, as an object of study, doctors have emerged from various disciplines, ranging from anthropology, sociology, education, politics, religion, and so on. Therefore, Islamic boarding schools, as an Islamic education system in this country, make a significant contribution to the development of the whole human being.

Based on the above description, it can be understood that the goal, vision, and function of Islamic boarding school education, according to Buya Busra, as well as the opinions of

Islamic education experts, is to create and develop a Muslim personality: one who believes in and fears God, possesses noble morals, benefits society or serves it by becoming a servant or servant of society like the Prophet Muhammad (peace be upon him), is able to stand alone, is free and steadfast in his personality, spreads religion or upholds Islam and the glory of Muslims in society, and loves knowledge in order to develop the Indonesian personality. Ideally, the personality development aimed at is a comprehensive Muslim personality, not just an ordinary Muslim.

b. Formulating Policies

Based on this description, it can be seen that in achieving what is stated in the vision, mission, and objectives of Islamic Boarding Schools, the next stage undertaken by Islamic Boarding School leaders in developing Islamic education is to formulate and establish strategies: (1) improving the quality of Human Resources (HR) (ustadz/teachers and staff), (2) improving the Islamic boarding school education system and curriculum (tafaqqahu fiddin) by maximizing a holistic, integrative education model, and superior programs (takhasus) to produce graduates with noble morals and Islamic character, faith and piety (IMTAQ) and mastery of Science and Technology (IPTEK), (3) maximizing active Arabic and English language skills for students, (4) modernizing in the field of communication and information technology, (5) building partnerships and collaboration with local governments, related agencies, and the community, and (6) making innovations/breakthroughs in various life skills programs.

An organizational strategy is a statement regarding the organization's desired direction and actions in the future. An organizational strategy encompasses policies, programs, and management activities to implement its mission. Organizational strategy relates to:

(1) how performance targets must be met, (2) how the organization will focus on customers, (3) how the organization will improve service performance and other aspects, and (4) how the organization will carry out its mission (J. David Hunger & Thomas L. Wheelen, 2013).

Strategy formulation establishes the outline or basic principles for achieving organizational goals and objectives. To achieve organizational goals and objectives, strategy requires specific perceptions and emphasis in the form of policies. Strategy formulation includes defining the organization's vision and mission, determining the objectives to be achieved, developing strategies, and establishing policy guidelines. Policies are guidelines for implementing specific actions. Policy is a collection of decisions:

(1) determining in detail how the strategy will be implemented, (2) setting up a mechanism for follow-up action to implement the achievement of goals and objectives, (3) creating policies where every official and implementer in the organization knows whether they have the support to work and implement decisions.

3.2.1. Implementation of Strategic Management in the Strategy Implementation Stage

The presence of six educational units under the auspices of the Al-Ikhwan Islamic Boarding School, each operating in accordance with government policies and regulations, demonstrates the effective implementation of the educational system in developing Islamic

education at the Al-Ikhwan Islamic Boarding School in Pekanbaru. This implementation can be seen in:

- a. Implementation of the Education System
- a. Implementation of the Education Curriculum
- b. Implementation of the Teaching and Learning Schedule
- c. Implementation of the Islamic Boarding School Learning Culture

Based on data obtained from interviews, observations, and documentation, the author obtained from the implementation of strategic management, including a well-managed education system, a well-organized curriculum integration, daily, weekly, monthly, and annual activity schedules, and the strong and deeply rooted Islamic boarding school culture at the Al-Ikhwan Islamic Boarding School in Pekanbaru City, it can be understood that the application of strategic management in the development of Islamic education is very effective.

Strategy implementation is the process by which management translates strategies and policies into action through the development of programs, budgets, and procedures. This process may involve comprehensive changes to the organization's culture, structure, and/or management system. Unless drastic changes are required within the company, middle and lower-level managers will implement the strategy specifically, with consideration from top management. A program is a statement of the activities or steps required to complete a single-use plan. A budget is a program expressed in monetary terms, with each program detailed in cost, which can be used by management for planning and control. A procedure is a system of sequential steps or techniques that describe in detail how a task or project is to be completed. Procedures specifically detail the various activities that must be carried out to complete company programs.

3.2.2. Implementation of Strategic Management in the Evaluation and Control Stage (Strategic Control)

Several stages carried out in relation to the implementation of strategic evaluation and control in the implementation of strategic management at the Al-Ikhwan Islamic Boarding School in Pekanbaru in the development of Islamic Education include: (1) implementing regulations, manners, and ethics for students, (2) implementing regulations, manners, and ethics for ustadz/teachers, (3) holding weekly briefings with leaders/supervisors and teachers, (4) compiling monthly reports, and (5) compiling annual reports.

Evaluation and control are processes through which organizational activities and performance results are monitored and actual performance is compared with desired performance. Leaders at all levels use performance information to take corrective actions and solve problems. While evaluation and control are the final, primary elements of strategic management, they can also pinpoint weaknesses in previous strategy implementation and encourage the process to restart. Strategic control is the process of

monitoring the strategy being implemented, detecting problems or changes in its rationale, and making necessary adjustments (Amirullah Haris and Budiyo, 2010).

This strategic control stage is a specific type of organizational control focused on monitoring and evaluating the strategic management process, with the aim of improving and ensuring that the system is functioning as intended. This stage evaluates whether the strategy implementation is truly aligned with the strategy formulation, and whether the assumptions used in the environmental analysis are still valid, and vice versa. The results of this strategic control stage are highly beneficial and serve as input for the company's subsequent strategic management processes. Thus, the organization is expected to maintain sustainable competitiveness (Hari Purnomo, Setiawan, and Zulkiefli Manysah, 2014). Because strategy is implemented in a constantly changing environment, successful implementation requires control and evaluation of implementation so that appropriate corrective actions can be taken, if necessary (Tedjo Tripomo, 2014).

This is in line with the opinion that the objectives of communication and coordination meetings are: (1) to analyze and evaluate the implementation of program activities, (2) to coordinate program implementation, (3) to formulate steps to solve problems that arise during program implementation, and (4) to control and consolidate follow-up work plans, and (5) to provide the latest information.

This description aligns with Handoko's opinion, which states that reports are a means of communication between superiors and subordinates, where subordinates provide information on various activities and input on a problem by creating reports. Meanwhile, leaders obtain data and information, then process it, develop it, and use it as considerations for decision-making and further planning. Furthermore, leaders can provide assessments of problems and the performance of their subordinates. Reports serve as a form of accountability for the responsibilities and authority granted by superiors. Reports are the most appropriate tool for accounting for the trust and authority received by subordinates. Reports contain factual, rational, argumentative, and objective information. Therefore, reports are an important source of information in managerial decision-making. Reports provide important information; therefore, they can be used as a source of consideration for policy or decision-making.

4. Conclusion

The application of strategic management in the development of Islamic education at the Al-Ikhwan Pekanbaru Islamic Boarding School can be seen from 4 (four) stages: 1. The application of strategic management in the development of Islamic education at the Al-Ikhwan Pekanbaru Islamic Boarding School at the environmental observation and analysis stage includes: (1) observation and analysis of the external environment, which includes geographical, religious, social, cultural and economic, and (2) observation and analysis of the internal environment, consisting of: Human Resources (HR) (leaders, managers, teachers and employees), students, funding sources, facilities and infrastructure. However, there are

weak points in the human resources which are less than optimal and the lack of adequate facilities and infrastructure. 2. The application of strategic management in the development of Islamic education at the Al-Ikhwan Pekanbaru Islamic Boarding School at the strategy formulation stage, includes: (1) formulating and determining the vision, mission and objectives, and (2) formulating and determining strategies, directions and policies. 3. The application of strategic management in the development of Islamic education at the Al-Ikhwan Pekanbaru Islamic Boarding School at the strategy implementation stage, includes: (1) application of the education system, (2) application of the education curriculum, (3) application of the learning activity schedule, (4) application of the learning culture, and (5) application of learning methods. 4. The application of strategic management in the development of Islamic education at the Al-Ikhwan Pekanbaru Islamic Boarding School at the strategy evaluation and control stage, includes: (1) implementing regulations, manners and ethics of students/pupils, (2) implementing regulations, manners and ethics of ustadz/teachers, (3) conducting communication and coordination meetings (briefings), (4) compiling monthly reports, and (5) compiling annual reports. However, a weak point was found in the implementation of discipline of the caretakers who were in charge of supervising students in the dormitory.

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