



## STRATEGIC MANAGEMENT OF EARLY EDUCATION SECTION AND ISLAMIC BOARDING SCHOOLS IN IMPROVING MANAGERIAL COMPETENCE OF THE PRINCIPAL OF EDUCATION EQUALITY IN SALAFIYAH ISLAMIC BOARDING SCHOOLS (PKPPS) AT KABUPATEN BEKASI

**Evan Yuniarto\***

Universitas Islam 45 Bekasi  
h.evanyuniarto@gmail.com

**Yayat Suharyat**

Universitas Islam 45 Bekasi  
E-mail: yayatsuharyat@unismabekasi.ac.id

**Diyah**

Universitas Islam 45 Bekasi  
E-mail: diyah@gmail.com

\*Correspondence: e-mail: h.evanyuniarto@gmail.com

### Article Info

#### Article History:

*Received 03 August 2023*

*Revised 23 September 2023*

*Accepted 29 October 2023*

*Available online 02*

*November 2023*

### Abstracts

This study aims to find out and analyze how the strategic management of the Diniyah Education and Islamic Boarding School sections in improving the managerial competence of the head of the Equality Education madrasah at the Salafiyah Islamic Boarding School (PKPPS) throughout Bekasi Regency". This study used qualitative research. Data is taken through interviews, observations and documents obtained in the field. The results of this study are known that there are 70% of heads of Equality Education madrasahs at Salafiyah Islamic Boarding Schools (PKPPS) low in managerial competence even though this competence is a very important requirement in managing Equality Education madrasahs at Salafiyah Islamic Boarding Schools owned by Salafiyah Islamic Boarding Schools. Then this matter must immediately get attention and solutions. To overcome this condition, it must be studied or researched so that it can be a material for the proposal of the Religious Office program in Bekasi Regency. So that it can be budgeted in the Regional Budget (APBD). Then there is a need for strategic management by the Diniyah Education section and Islamic Boarding School so that they are able to design guidelines for planning, implementation and control of the managerial ability improvement program of the head of the Equality Education madrasah at the Salafiyah Islamic Boarding School (PKPPS) in Bekasi district.

#### Keyword:

Strategy Management, Managerial Skills, Principal of Equality Education (PKPPS)

## Introduction

Strategy management is the skill (art), technique, and science in formulating, implementing, and evaluating and supervising various functional decisions of an organization. Not only the scale of business enterprises but also non-business institutions. This decision is always influenced by the external and internal environment of the company. Constantly changing environmental conditions.

Education as a non-business institution requires a strategy: 1) To implement and evaluate the chosen strategy effectively and efficiently 2) Aims to evaluate performance, review, review, make corrections and adjustments if irregularities are found in the implementation of the strategy. 3) To create new strategies formulated to suit the development of the external environment. 4) Aims to review the strengths and weaknesses of the organization, looking at opportunities and threats in business. 5) So that the organization can innovate on products or services so that they can continue to be accepted by consumers.

Education in Indonesia consists of formal, non-formal and informal education. One of the non-formal educations is Islamic boarding schools. As the oldest institution in Indonesia, in order to continue to exist and maintain the Islamic boarding school received shelter from the Ministry of Religious Affairs of the Republic of Indonesia, precisely the Diniyah Education Section (PD) and the Islamic Boarding School. The Diniyah Education Section (PD) and Islamic Boarding School are implementers of services, guidance, guidance, and management of information systems in the field of early education and Islamic boarding schools, so it requires the right strategy. The duties of the Diniyah Education Section (PD) and Islamic Boarding Schools include: 1) Preparation of technical policy formulation and planning in the field of early education and Islamic boarding schools, 2) Implementation of services, guidance, and guidance in the field of takmiliyah early education, formal diniyah, and equality, pesantren education, and Quran education, as well as management of early education information systems and Islamic boarding schools; and 3) Evaluation and preparation of reports in the field of early education and Islamic boarding schools.

The Islamic boarding school is led by the head of the Islamic boarding school. The head of the Islamic boarding school has the responsibility as a manager of the Islamic boarding school. The competencies that must be possessed by the Head of Islamic boarding schools are based on the competence of the principal of the school / madrasah based on the Regulation of the Minister of National Education Number 13 of 2007 concerning Standards for Principals/Madrasah consists of 5 competencies including: managerial competence, entrepreneurial competence, supervision competence, personality competence, and social competence.

According to Kunandar (2007:1), managerial competence can be interpreted as the ability to manage resources through planning, organizing, directing, and supervising activities to achieve organizational goals effectively and efficiently. The competence of the head of the Islamic boarding school plays a role in directing all human resources in the Islamic boarding school to carry out activities that lead to the vision, mission and goals that have been set. A clear direction of activity should be the basis for planning, organizing, directing, and supervising all policies or programs that have been made. The head of the Islamic boarding school should be able to develop a strategy plan as a manager. With a strategic plan, it is possible to anticipate changes and be able to run programs with effectiveness and efficiency (Ridwanulloh, 2022).

The competencies that must be possessed by the Head of Islamic boarding schools are based on the competence of the principal of the school / madrasah based on the Regulation of the Minister of National Education Number 13 of 2007 concerning Standards for Principals/Madrasah consists of 5 competencies including: managerial competence,

entrepreneurial competence, supervision competence, personality competence, and social competence.

In the area of the Ministry of Religious Affairs in Bekasi regency there are 289 Islamic boarding schools, in which there are 88 Salafiyah Islamic boarding schools (Islamic boarding schools that do not have formal Islamic Education Institutions). Salafiyah Islamic boarding schools that have equality education at Salafiyah Islamic Boarding Schools (PKPPS) as many as 16 Islamic boarding schools consisting of Ula (equivalent to elementary school) there are 4 Islamic boarding schools and wustho (equivalent to junior high school) as many as 12 Islamic boarding schools. From the results of initial observations, documentation and interviews in the field, it is known that in equality education at Salafiyah Islamic Boarding Schools (PSPPS) there are about 70% of madrasah heads of equality education at Salafiyah Islamic Boarding Schools who are weak in managerial competence. Given that the managerial competence of the head of the madrasah Equality education at the Salafiyah Islamic Boarding School is very important, the Diniyah Education Section (PD) and the Islamic Boarding School are expected to improve the managerial competence.

## Method

This research will be carried out in the Ministry of Religion of Bekasi Regency, precisely in the Equality Education and Islamic Boarding School sections and carried out for 4 (four) months. This research uses a qualitative research approach, which is research used to examine the condition of natural objects, where researchers are key instruments. Quantitative research emphasizes that the deductive-hypothesis has limitations in reaching the problem under study. In this study requires information or data on: 1) Strategy Management, 2) Managerial Competence, 3) Head of Islamic Boarding School under the Ministry of Religious Affairs Bekasi Regency. The data collection technique uses observation, interviews and documents. The data sources can be in the form of primary data or secondary data used in research both from informants, events, and document. Researchers explain the techniques and procedures used in data collection which include: Observation, Interview, Document, *Focus group discussion*. The researcher explains the procedure for data analysis, both during the data collection process and after the data is collected. The processes and techniques used to check the validity of the data. The validity of data can include *degrees of trust*, *transferability*, *dependability*, *confirmability*, and can only be triangulated, both triangulation of information sources, triangulation of techniques, and triangulation of time .

## Results and Discussion

### 1. Factors that cause the low managerial ability of the principal of Equality Education at the Salafi Islamic Boarding School in Bekasi district.

From the results of the study, it is known that Indonesia has 33218 Islamic boarding schools spread across all regions of the archipelago. Based on data from the Ministry of Religious Affairs Office in Bekasi regency there are 289 Islamic boarding schools, in which there are 88 Salaf Islamic boarding schools (Islamic boarding schools that do not have formal Islamic Education Institutions). From the results of initial observations, documentation and interviews in the field, it is known that there are 16 Islamic Boarding Schools in Salafiyah Islamic Boarding Schools (PKPPS), the rest of the Islamic boarding schools whose education diplomas are still holding to other institutions and are not accompanied by general education.

From the results of interviews at the Bekasi Regency Religious Affairs Office, it is still around 70% where the head of the PKPPS madrasah is still low in his managerial ability. This is due to:

- a. The head of the Salafiyah lodge is an average graduate of Islamic boarding schools and has no general education
- b. The head of the Salafi lodge has his leadership separate from his managerial, and prioritizes his charismatic leadership
- c. Lack of education or training related to managerial skills
- d. Cottage life habits that apply traditional systems and are considered management are modern sciences.
- e. The pesantren curriculum is more prioritized than other (general) curricula.
- f. Weaknesses in the administration of the cottage are considered not a problem, but only a formal complement so that the Administration is not well organized
- g. The average Salafiyah Islamic boarding school does not have development in the IT field, so IT problems, especially in the development of simba or the attitude of asking for help from outside the Islamic boarding school,
- h. Weak human resources in Salafiyah Islamic boarding schools so that there is less encouragement to have competence.
- i. Infrastructure facilities in Salafiyah Islamic boarding schools in are still inadequate
- j. Lack of understanding of Salafiyah Islamic boarding schools about the importance of *Education Management Information System (EMIS)*.

**2. Strategic management of the Diniyah Education section and the inner Islamic Boarding School (PD Pontren) in improving the managerial ability of the head of the Equality Education madrasah at the Salafi Islamic Boarding School in Bekasi district.**

Based on the results of interviews, observations and documentation, it is known that the Diniyah Education section and Islamic Boarding School have performed their duties and functions well. The first function is the preparation of technical policy formulation and planning in the field of early education and Islamic boarding schools. And this has been done well and in accordance with the standards and procedurals for routine program programs from year to year. However, it has never carried out a more relevant and urgent policy formulation as a need in the field of early education and Islamic boarding schools. As a party that handles technically, it should fully understand the conditions that must dare to propose program proposals according to the needs in the field of work. And able to plan planning in the field of early education and Islamic boarding schools. Among them, when looking at the condition of 70% of PKPPS madrasah heads who lack understanding and do not have managerial competence, they can plan to make plans that can be proposed.

**3. Weaknesses and challenges in the program to improve the managerial ability of school principals of Equality Education at Salafiyah Islamic Boarding Schools (PKPPS) in Bekasi district.**

The weakness of the managerial ability of the Salafi chief who has a PKPPS program has long occurred. And this is a demand for a program to increase the managerial ability of the head of the Equality Education madrasah at the Salafiyah Islamic Boarding School in Bekasi regency. However, this program is the task and function of the section as policy formulation, and planning, implementation, guidance, service and evaluation provided for early education and Islamic boarding schools.

Based on the results of interviews and observations, the managerial capacity improvement program of the head of the Equality Education madrasah at the Salafiyah Islamic Boarding School in Bekasi regency has so far not been realized. In fact, managerial capacity improvement programs are very important considering that any type of educational institution, both formal and non-formal, is currently required to face changes

and progress. An Islamic boarding school education should also be able to provide a quality and well-managed education system.

## Conclusion

1. **Factors that cause the low managerial ability of the principal of Equality Education at the Salafi Islamic Boarding School in Bekasi district.** Based on the results of interviews at the Bekasi Regency Religious Affairs Office, it is still around 70% where the head of the PKPPS madrasah is still low in his managerial ability. This is because the Head of the Lodge 1) the average cottage graduate and does not have general education, 2) separate leadership between the head of the lodge and his managerial, 3) lack of education and training in managerial skills, 4) apply the traditional system and considered management is a modern science, 5) weak in the administration of institutions, 6) does not have IT development, 7) does not encourage the improvement of human resources to have competence, 8) adequate facilities and infrastructure, and 9) lack of understanding of the importance of *Education Management Information System* (EMIS)
2. **Strategic management of the Diniyah Education section and the inner Islamic Boarding School (PD Pontren) in improving the managerial ability of the head of the Equality Education madrasah at the Salafi Islamic Boarding School in Bekasi district.** Based on the results of interviews, observations and documentation, it is known that the Diniyah Education section and Islamic Boarding School have performed their duties and functions well. Among them are the Diniyah Education and Islamic Boarding School sections have 1) made the formulation of technical policies and planning in the field of early education and Islamic boarding schools but have not proposed programs according to the needs in their field of work, 2) provided services, guidance, and guidance in the fields of takmiliah diniyah, formal diniyah, and equality, pesantren education, and Quran education, as well as the management of early education information systems and Islamic boarding schools, 3) Cooperate with Islamic boarding school forums as partners so that they are more effective and efficient. 4) evaluate and prepare reports in the field of early education and Islamic boarding schools, and 5) have carried out monitoring both periodically (per semester) and when there are meetings and activities with all Islamic boarding schools in Bekasi district.
3. **Weaknesses and challenges in the program to improve the managerial ability of school principals of Equality Education at Salafiyah Islamic Boarding Schools (PKPPS) in Bekasi district.** Based on the interview results, some weaknesses in improving PKPPS managerial programs are: 1) and only busy with programs from year to year, 2) Lack of courage towards creative and innovative new ideas, 3) The position of the Diniyah Education Section and Islamic Boarding School is a technical position, 4) lack of understanding of education and management, and 5) lack of cooperation with the external environment of both public institutions and private institutions. Meanwhile, among the challenges are 1) the absence of budget in the APBD or other sources related to the PKPPS managerial program improvement program, 2) there are no study results or research results as a basis for proposing new programs to improve PKPPS managerial programs, 3) Lack of motivation and opportunities to work creatively and innovate superiors to their subordinates, and 4) There is no culture to work beyond existing standards.
4. The managerial ability of the head of the Islamic boarding school in Bekasi regency which is still low must be studied or researched so that it can be a material for the proposal of the Ministry of Religious Affairs program in Bekasi Regency
5. There needs to be strategic management of the Diniyah Education section and Islamic boarding schools so that they are able to design guidelines for planning, implementation



and control of programs to improve the managerial ability of the head of Islamic boarding schools in Bekasi district. Then propose a budget to the local government or can do partnerships either with educational institutions or look for other resources outside the APBD or APBN budget such as companies as part of community service. So that the problem of low managerial head of PKPPS can really be solved.

6. Weaknesses and challenges in the managerial improvement program of the head of Islamic boarding schools in Bekasi district must be analyzed so that they can produce policies or programs that are in accordance with the needs in the field.

## Reference

- A. Halim, Rr. Suhartini, M. Choirul Arif, & A. Sunarto, *Management of Islamic Boarding Schools*, Yogyakarta: LKIS Printing Cemerlang, 2009.
- Abd. Rahman Rahim & Enny Radjab, *Strategy Management*. Akasar: Library and Publishing Institute of University of Muhammadiyah Makassar, 2017.
- Abdullah Syukri Zarkasyi, *Gontor & Reform of Islamic Boarding School Education*, Jakarta, Rajagrafindo Persada, 2005
- Abuddin Nata, *Education Management Overcoming the Weaknesses of Islamic Education in Indonesia*, Jakarta: Kencana Prenada Media Group, 2012.
- Amirullah & Sri Budi Cantika, *Strategic Management*, Yogyakarta: Graha Ilmu, 2002.
- Armstrong, Michael, *A Handbook of Human Resource Management Practice*, 9 edition. London: Kogan Page Limited, 2003.
- Djemari Mardapi, *General Guidelines for Syllabus Development*, Jakarta: Dikmenum, 2004.
- Bekasi Regency Ministry of Religion Document on the 2022 Diniyah Education Section and Islamic Boarding School
- <http://digilib.uinsgd.ac.id/15172/>
- <https://ojs.iainbatusangkar.ac.id/ojs/index.php/alfikrah/article/view/847>
- [https://www.academia.edu/7342880/KEMAMPUAN\\_MANAJERIAL KEPALA MADRASAH DAN IMPLIKASINYA TERHADAP KINERJA GURU](https://www.academia.edu/7342880/KEMAMPUAN_MANAJERIAL KEPALA MADRASAH DAN IMPLIKASINYA TERHADAP KINERJA GURU)
- Iskandar Engku, *History of Islamic Education*, Bandung: PT. Remaja Rosdakarya, 2014
- Ismail Yusanto & M Karebet, *Strategic Management Sharia Perspective* (Jakarta: Khairul Bayan, 2003.
- Kunandar. 2007. *Professional Teacher Implementation of Education Unit Level Curriculum (KTSP) and success in Teacher Certification*. Jakarta: Grafindo Persada.
- M. Dzanuryadi, *Goes To Pesantren*, Jakarta: PT. Kreativa Pen Circle, 2011
- Made Pidarta, *Managerial Competence*, 2008
- Martinis Yamin, 2006, *"Teacher Certification in Indonesia"* Jakarta: Gaung Persada Press, Cet I.
- Nawawi, *HR Planning for Competitive Profit Organizations*, Yogyakarta: Gadjah Mada University Press, 2010
- Puskur Balitbang Ministry of Education, *Competency-based curriculum development*, Jakarta: 2002.

Ridwanulloh, M. U., Huda, S., & Umam, R. (2022). Innovative Leadership Management: The Pattern of School Quality DevelopmentatSMP Muhammadiyah 2 Inovasi Malang. *PROGRESIVA: Jurnal Pemikiran Dan Pendidikan Islam*, 11(1), 25-42. <https://doi.org/10.22219/progresiva.v1i1i01.20742>

Samsul Nizar, *History of Islamic Education, Jakarta: Kencana, 2009 Iskandar Engku*, History of Islamic Education, Bandung: PT. Remaja Rosdakarya, 2014.