

Globally competitive pesantren education: Strategies and implementation in Pesantren Ar-Rohmah Tahfidz Malang

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Abstract: The success of pesantren education is not solely due to the amount of resources, but because of its ability to design strategies that are integrated with internal strengths and external opportunities. With an integral education model that combines tahfizh, academic, and dormitory systems, Ar-Rohmah has succeeded in building a strong positioning in the midst of urban Muslim communities who crave quality and relevant education. This research uses a qualitative approach with a case study method, and utilizes strategic analysis such as IE Matrix, and BCG Matrix. The results show that Ar-Rohmah has a number of strengths, such as its flagship tahfizh program and international teaching staff, but also faces operational challenges. Externally, great opportunities come from the increasing interest in tahfizh education, although accompanied by threats from modern corporate-based pesantren. Based on the IE Matrix analysis, Ar-Rohmah is in a concentrated growth strategy position, while the BCG analysis places it as a Cash Cow that requires a repositioning strategy. The strategies implemented include a combination of SO, WO, ST, and WT approaches, such as improving the quality of human resources, strengthening accreditation, improving internal services, and establishing alumni networks. With structured managerial management and the integration of spiritual values, Ar-Rohmah shows that pesantren can become superior educational institutions that are adaptive and competitive in the global arena.

Keywords: Pesantren Education, Global Competitiveness, Strategy and Implementation.

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Introduction

Educational institutions that succeed in growing sustainably in the current era of globalization are institutions that are able to develop competitive strategies that are integrated with their internal strengths. Competitive advantage is no longer only determined by how much resources are owned, but by how smart and strategic the institution manages opportunities, changes and innovations on an ongoing basis. According to (Porter, 1985) competitive strategy is a series of actions used by organizations to create a unique and valuable position in the midst of competition. In the context of educational institutions, this includes how the institution forms a strong *value proposition*, both in curriculum quality, educational services, human resource excellence, to the differentiation of values instilled.

In line with this principle, Islamic education emphasizes the importance of the spirit of competing in goodness, as stated in the words of Allah Swt. in Q.S. Al-Baqarah verse 148 "*compete in goodness*" (Ministry of Religious Affairs of the Republic of Indonesia 2019). This verse is the basis for explaining that efforts to achieve excellence (both individuals and institutions) are part of Islamic teachings, as long as they are based on the value of goodness and integrity. Therefore, competitive strategies in Islamic education must be based on moral and spiritual values, not just worldly orientation. In the perspective of strategic management, (Barney, 1991) through the *Resource-Based View (RBV)* approach states that competitive advantage can be achieved if

an organization owns and manages valuable, rare, inimitable, and non-substitutable resources. In the context of pesantren, these resources can be: strong spiritual values, adab-based learning culture, integration of tahfidz curriculum with modern science, and visionary management

Ar-Rohmah Integral Tahfidz Islamic Boarding School in Dau, Malang, is one institution that implements this strategic approach. This institution carries an integrated education model that combines classical Islamic education (tahfidz, morals, and fiqh) with modern general education with national standards. With an integrated dormitory system, character building, and strengthening spiritual values, this pesantren has succeeded in building a strong positioning in urban communities that need relevant and adaptive Islamic education. Furthermore, this approach is also in line with the concept of "Strategic Alignment" in education according to (Barney, 1991) which is the importance of aligning the vision-mission of the institution with the strategy, organizational culture, and the needs of students and society. If this synergy is realized, then pesantren will not only be a center for religious learning, but also an important actor in shaping a superior generation with global competitiveness.

Thus, in this competitive global era, strengthening integrated strategies in Islamic educational institutions is an absolute necessity. This research will examine how Ar-Rohmah Integral Tahfidz Islamic Boarding School builds a value-based competitive advantage, and how the strategy is implemented in its educational structure and activities holistically.

Method

This research uses a qualitative approach with the type of case study, because it aims to deeply understand the competitive advantage strategy applied by Ar-Rohmah Integral Tahfidz Islamic Boarding School, Dau, Malang. The qualitative approach is considered appropriate because it is able to explore the meaning, values, and social dynamics that occur contextually and holistically. According to (Creswell, 2013), qualitative research aims to explore in depth the subject's meaning of a phenomenon. The researcher becomes the main instrument in collecting data through in-depth interviews, observation, and documentation. Informants in this study consisted of pesantren leaders, teachers, and students.

Data were analyzed using the model (M.B Milis & Hubermas, 1984) which includes the stages of data reduction, data presentation, and conclusion drawing and verification. The research also refers to the Place, Actor, and Activity approach from (Spradley, 1980) to describe the context of places, actors, and activities as a whole. With this method, it is expected to be able to fully describe how pesantren build competitiveness through the integration of values, management, and educational practices. The purpose of this study is to find out how to determine strategies in maintaining the existence of pesantren in the era of globalization seen using internal-external analysis, BCG matrix. Provide new insights and knowledge regarding the determination of business strategies using internal and external Matrix (I-E) analysis and *the boston conclusion group* (BCG) Matrix.

Results and Discussion

Weighting of the IFE Matrix (*Internal Factor Evaluationi*)

The weighting of the IFE (Internal Factor Evaluation) matrix is an important process in analyzing the internal strategy of educational institutions, including Ar-Rohmah Integral Tahfidz. This matrix is used to systematically identify and assess the strengths and weaknesses of the institution, which then becomes the basis for preparing development strategies. Each internal factor is given a weight based on its level of importance (with a total weight of 1.0), then rated according to its condition, strengths are rated 3-4 and weaknesses 1-2. The final score is obtained by multiplying the weights and ratings, reflecting the overall internal position of the institution.

This approach refers to strategic management theory from (David, 2015), which emphasizes the importance of data-driven analysis in formulating organizational strategy. By using the IFE matrix, Ar-Rohmah Integral Tahfidz can recognize advantages such as an integrated tahfidz system and qualified educators, and identify weaknesses that need to be improved, such as infrastructure or learning evaluation systems. Overall, the weighting of the IFE matrix assists the institution in making strategic decisions that are more focused and based on real potential.

Table 1. Weighting of the *IFE* Matrix

No.	Dominant Internal Factors	Rating	Weight%	BxR
Strengths				
1.	Luxury boarding school building	3	0.09	0.27
2.	The pesantren is characterized by Integral, namely Tahfidz, Academic and Dormitory.	4	0.11	0.44
3.	Implementing Tawhid-based teaching	4	0.07	0.21
4.	Variety of al-qur'an memorization program with 10 & 30 Juz	3	0.06	0.18
5.	Achievements penetrate the international national scene	2	0.09	0.18
6.	A team of lecturers or sheikhs from abroad	3	0.10	0.30
7.	graduates who have memorization skills	3	0.08	0.24
Weaknesses				
1.	Uncertainty of major programs in academia	1	0.05	0.05
2.	Ar-Rohmah's operational system is less structured in carrying out its duties	2	0.07	0.14
3.	Facilities that are not well optimized	2	0.04	0.08
4.	Lack of bureaucracy between leaders, Ustadz and Santri	1	0.04	0.04
5.	Admission fee is not as expected by students	2	0.05	0.10
6.	The quality of Musrif is lacking in terms of competence	2	0.06	0.12
7.	Ar-Rohmah's academic ranks have good credibility and quality according to their work.	2	0.05	0.10
8.	The Ar-Rohmah alumni association has not been well optimized.	2	0.04	0.08
TOTAL			1.00	2.56

Source: *Ar-Rohmah Integral Tahfizh* 2024

From the total results, the final score of the IFE matrix is 2.56, which is above the median (2.5). This indicates that the institution has a fairly strong internal position, although there are still significant weaknesses that need to be addressed. Some of the main strengths are seen in the characteristics of integral education (tahfidz, academic, and dormitory), the tawhid-based teaching system, and the presence of foreign teachers. While the main weaknesses lie in the lack of clarity of academic programs, ineffective operational structure, and lack of optimization of facilities. This score reflects that Ar-Rohmah has good internal capital to grow, but needs to focus on improving institutional and managerial aspects to increase its competitiveness.

Weighting of the *EFE* Matrix (*External Factor Evaluation*)

EFE (External Factor Evaluation) Matrix weighting is a process to assess the influence of external factors on the institution, categorizing them into two: opportunities and threats. In the context of Ar-Rohmah Integral Tahfidz Malang, this process aims to identify external factors such as educational trends, government

policies, and competition from similar institutions that can affect the institution's strategy.

Each factor is given a weight based on its importance (total weight of 1.0) and a rating to measure the institution's ability to respond to that factor (4 for excellent response to opportunities, 1 for low response to threats). The product of the weights and ratings results in a weighted score, which describes the institution's overall external position.

Theoretically, this method refers to the concept of strategic management from (Wheelen, Thomas L., & Hunger, 2004) which emphasizes the importance of understanding the external environment in a structured manner to formulate adaptive and effective strategies. Through the EFE matrix, Ar-Rohmah can develop strategies that take advantage of opportunities and anticipate threats for the sake of sustainability and quality improvement of the institution.

Table 2. *EFE* Matrix Weighting

No.	Dominant internal factors	Rating	Weight%	BxR
	<i>Opportunities</i>			
1.	Good accreditation enforcement	4	0.10	0.40
2.	Overseas Cooperation (MOU)	3	0.14	0.42
3.	Pesantren image as an educational institution (accreditation)	4	0.10	0.40
4.	A lifestyle that prioritizes tahfidz-based education	3	0.12	0.36
5.	Lifestyle of hijab-wearing Muslims and urban Muslims	3	0.10	0.30
No.	<i>Threats</i>	Rating	Weight%	BxR
1.	Establishment of new corporate-funded modern pesantren with modern facilities	3	0.08	0.24
2.	The entry of competitors in the area of the Tahfidz Ar-Rohmah Malang pesantren area	2	0.14	0.28
3.	Cooperation between pesantren and overseas universities	2	0.12	0.24
4.	Government policies that facilitate the establishment of modern <i>boarding schools</i>	1	0.10	0.10
TOTAL			1.00	2.74

Source: *Ar-Rohmah Integral Tahfizh* 2024

The total score obtained is 2.74, which means that Ar-Rohmah is quite responsive to external opportunities and is well positioned in the face of environmental dynamics. This score is above the average value of 2.5, indicating that the external environment tends to support the institution's growth strategy. The main opportunities that are most influential are overseas cooperation, good accreditation, and community trends that support tahfidz education. On the other hand, significant threats come from the emergence of new modern pesantren with superior facilities and direct competition in the Malang area. These results show that Ar-Rohmah has good strategic prospects from an external perspective, but needs to strengthen its competitive advantages to stay ahead in the midst of increasingly fierce competition.

I-E Matrix Analysis Results (Internal-External)

The Internal-External (I-E) Matrix analysis is a strategic tool used to determine the position of the institution based on internal strengths and weaknesses as well as external opportunities and threats. Through this matrix, Ar-Rohmah Integral Tahfizh Islamic Boarding School can identify its strategic position within the framework of institutional growth and development. The results of this analysis form the basis for formulating appropriate and targeted strategies to increase competitiveness and maintain the sustainability of the institution in the midst of the dynamics of a competitive educational environment.

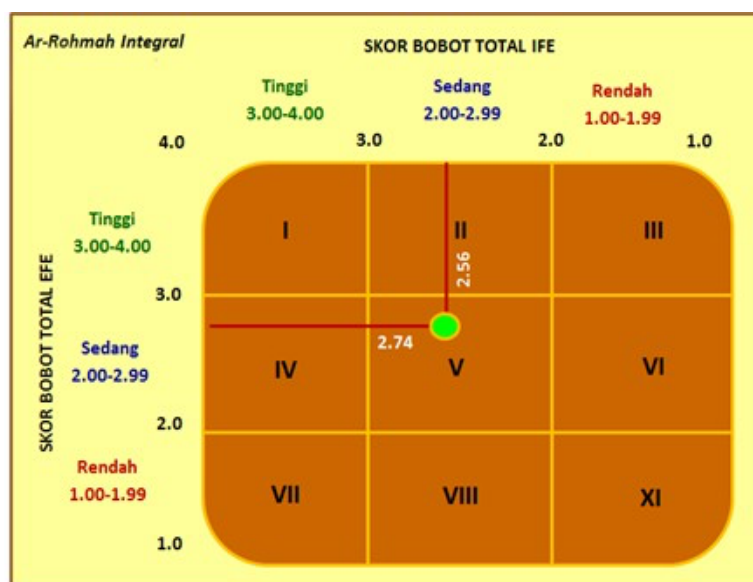


Figure 1. I-E Matrix Analysis

Based on the results of the strategy analysis using the IFE and EFE Matrix, Ar-Rohmah Integral Tahfizh Malang's position is in quadrant V with an IFE score of 2.56 and an EFE score of 2.74. This indicates that the external environment has a greater influence than the internal strengths of the institution. In this context, pesantren face a variety of promising strategic opportunities, but still have internal weaknesses that need to be corrected to be able to optimally respond to opportunities. According to the Internal-External (IE) Matrix theory developed by (David, 2015) position in quadrant V recommends a concentration and growth strategy. This strategy aims to maintain and improve market position by focusing on improving the quality of core services. In this case, Ar-Rohmah can implement a concentration strategy through improving the quality of education, strengthening Islamic values, and developing an integral learning system that includes tahfizh Al-Qur'an, academics, and hospitality.

This approach is also in line with the concept of Intensive Strategy in (Ansoff, 1987) Matrix, specifically the strategies of market penetration and product development. Igor Ansoff explains that in conditions where the market has high demand, institutions need to maximize existing market share through increased services (penetration), as well as developing superior and value-added products or services (product development). In the context of Ar-Rohmah, this can be translated into curriculum improvement, teacher training, monitoring system for santri, and provision of learning facilities that support character building. Furthermore, (Porter, 1985) in the concept of Generic Strategies states that in the face of market competition, organizations can choose a differentiation strategy to create uniqueness that competitors do not have. Ar-Rohmah can strengthen differentiation through the characteristics of integral education, a holistic approach to fostering students, and a boarding system that instills the value of adab and morals. This differentiation becomes a competitive advantage that is not easily imitated by other pesantren, including new modern pesantren that are funded by corporations and have luxurious facilities. In the evolving external conditions, (Nurjati, et al, 2020) also

emphasizes the importance of adaptive strategies, namely the ability of institutions to adjust to changes in the environment and the demands of society. This requires Ar-Rohmah to not only survive, but also be proactive in reading opportunities such as the increasing awareness of urban Muslim communities towards quality Islamic education, and making this trend a momentum to expand the institution's influence.

Meanwhile, from the Resource-Based View (RBV) developed by (Barney, 1991), sustainable competitive advantage can be achieved if the institution is able to manage and develop internal resources that are valuable, rare, inimitable, and well organized. In this context, Ar-Rohmah needs to reorganize its internal assets such as teaching human resources, tahfizh curriculum system, and institutional culture to become a source of excellence that is difficult to compete with.

Thus, based on the above theories, the most suitable strategy to be implemented by Ar-Rohmah Integral Tahfizh Malang is continuous internal improvement and strengthening of the institution, while focusing on utilizing existing market opportunities and building the uniqueness of the institution as an integral tahfizh pesantren. This effort will help the institution maintain a strong competitive position and grow sustainably in the midst of modern Islamic education competition.

BCG Matrix Analysis (*Boston Consulting Group*)

This BCG Matrix Analysis, the author takes some data on the number of students from several educational institutions that have an institutional image that is able to attract *customers* to enroll in the following institutions data on the number of students from 2023 to 2024:

Table 3. Student Count Data 2023

School/Resantren	SMP	HIGH SCHOOL	Total	%
Ar-Rohmah Tahfidz	313	96	409	8.6%
Ar-Rohmah Boarding Shcool	500	260	760	16%
Ar-Rohmah Putri Malang	780	498	1278	26.4%
Tazkiyah IIBS Malang	373	240	613	13%
Al-Izzah Batu City	503	400	903	19%
Sabilillah Malang City	461	348	809	17%
Total			4772	100%

Source: *Dapodik 2023 Processing*

Based on data on the number of students in 2023, Ar-Rohmah Tahfidz has a total of 409 students (8.6% of the total). Compared to other institutions, Ar-Rohmah Tahfidz has a smaller number of students. Ar-Rohmah Boarding School has the largest number of students with 760 students (16%), followed by Ar-Rohmah Putri Malang with 1,278 students (26.4%). Other institutions such as Tazkiyah IIBS Malang, Al-Izzah Kota Batu, and Sabilillah Kota Malang also have significant student numbers, with 613, 903, and 809 students respectively. With a total of 4,772 students, this data shows that Ar-Rohmah Tahfidz is in a smaller position compared to other educational institutions in Malang, but still makes an important contribution to the education sector in the region.

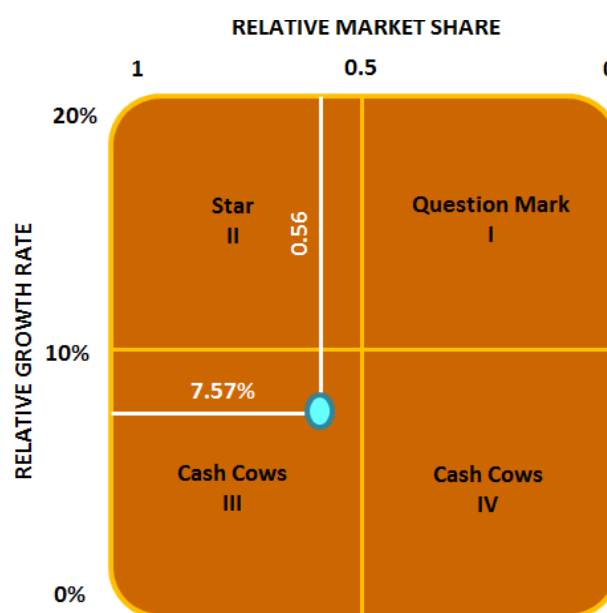
Table 4. Student Count Data 2024

School/Resantren	SMP	HIGH SCHOOL	Total	%
Ar-Rohmah Tahfidz	306	134	440	8.5%
Ar-Rohmah Boarding Shcool	506	269	775	14.4%
Ar-Rohmah Putri Malang	831	536	1367	25.5%
Tazkiyah IIBS Malang	397	381	778	14.5%
Al-Izzah Batu City	627	525	1152	21.5%
Sabilillah Malang City	464	372	836	15.6%
Total			5348	100%

Source: *Dapodik 2024 Processing*

Based on data on the number of students in 2024, Ar-Rohmah Tahfidz has 440 students (8.5% of the total). Although slightly increased compared to 2023, the number of Ar-Rohmah Tahfidz students is still smaller than other institutions. The institution with the largest number of students is Ar-Rohmah Putri Malang with 1,367 students (25.5%), followed by Ar-Rohmah Boarding School with 775 students (14.4%). Other institutions such as Tazkiyah IIBS Malang, Al-Izzah Kota Batu, and Sabilillah Kota Malang have 778, 1,152, and 836 students respectively. The total number of students across all institutions reached 5,348, showing a more even distribution among the various educational institutions in Malang, with Ar-Rohmah Tahfidz still contributing to the total significantly despite its smaller position

From this data, researchers try to find the relative position of competitors based on *market share*, the following *market share* calculation results are found in the figure below:

**Figure 2.** BCG Matrix

Ar-Rohmah Integral Tahfizh's position in the BCG matrix in 2023 and 2024 is in the Cash Cows position, which indicates that although the institution has a high market share, its growth rate is moderate. This reflects a condition where the institution is already at the stage of maturity, with stable but not optimal market growth. Ar-Rohmah's new santri market growth score of 7.57% shows that although there is growth, it is still relatively low compared to the existing potential. In the Cash Cows position, the recommended strategy is to take advantage of high market share to maintain the position while optimizing profits, as revealed by (Kotler, &

Armstrong, 2018) in the BCG Matrix theory.

However, to achieve higher growth and return to Stars' position where market growth is also high requires more effort than just maintaining the status quo. Based on (Porter, 1994) theory of Competitive Strategy, educational institutions in this position need to differentiate to maintain their competitive advantage. In the context of Ar-Rohmah, the strategy that can be applied is repositioning, namely changing market perceptions through improving service quality, internal operational systems, and human resources. These steps will help Ar-Rohmah to strengthen its position and attract more santri, which in turn will increase its growth.

Research conducted by (David, 2015) also supports the importance of innovative strategies for institutions in the Cash Cows position. According to him, educational institutions that want to increase their growth must continue to innovate and adapt to market changes. In this case, internal improvements at Ar-Rohmah, both in terms of service and quality of education, are crucial to optimizing competitive advantage and increasing market growth. In addition, (Kraus & Kauranen, 2009) in their work on Strategic Management state that institutions that are in a stable position must continue to evaluate and adjust their strategies so as not to get stuck in stagnation. By improving systems and service quality, Ar-Rohmah can transform back to Stars and enjoy faster market growth.

Design

In the face of increasingly fierce competition among educational institutions, especially in the modern pesantren environment, Ar-Rohmah Integral Tahfizh Pesantren needs to formulate the right strategy to maintain and strengthen its position. The designed strategy aims to increase competitive advantage by paying attention to internal strengths, utilizing external opportunities, and responding to threats that arise from competitors that continue to grow. With a targeted and adaptive approach, pesantren are expected to be able to not only survive, but also grow sustainably amid the dynamics of the Islamic education market.

1. SO (*Strenght - Opportunity*) Strategy

The strategies carried out are: (1) Strengthening human resources (Ustadz, Musrif, Teachers) in national / international experiences to improve quality, (2) Striving to improve the quality and qualifications of teachers by evaluating the teaching process, research and community service, teaching graduates, (3) Improving performance and service to customers (students / students).

2. WO (*Weakness- Opportunity*) Strategy

The strategies undertaken are: (1) Improving the accreditation of foundations and institutions, (2) Maintaining A accredited school accreditation, (3) Providing facilities (funds / grants, access, and incentives) for workshops or training for ustadz, and musrif in pesantren. (4) Increase *customer* loyalty so that Ar-Rohmah Integral Tahfizh graduates are proud of their pesantren.

3. ST (*Strenght - Threat*) Strategy

The strategies carried out are: (1) Providing training to Ar-Rohmah Integral Tahfizh staff, (2) Seeking to improve the abilities, skills, capabilities of education personnel, (3) Evaluating and monitoring the facilities and infrastructure needed by students so that they are well optimized.

4. WT (*Weakness - Threat*) Strategy

The strategies carried out are: (1) Forming and strengthening the alumni association (IKA) Ar-Rohmah Integral Tahfizh creates campus credibility by striving for Ar-Rohmah graduates to be satisfied with what has been achieved, (2) Running an Internal Quality Assurance System, (3) Improving and optimizing technology.

Integrated Strategy of Ar-Rohmah Integral Tahfizh Pesantren

In facing the dynamics of the internal and external environment and the challenges of competition among Islamic educational institutions, Ar-Rohmah Integral Tahfizh Islamic Boarding School needs to develop a comprehensive and sustainable *integrated strategy*. This strategy is designed based on the results of the SWOT analysis, IFE and EFE Matrix, and BCG matrix that have been carried out previously, with the aim of strengthening competitiveness, improving the quality of educational services, and expanding market reach. This strategic approach combines internal strengthening and external opportunity utilization to ensure the long-term growth and sustainability of the pesantren

In the context of this strategy, a pesantren must be able to provide the uniqueness of a product at a more affordable or cheap price. Therefore, a pesantren if it wants to be competitive must be able to serve customers with what they want. As contained in the picture below related to the Strategy used by Ar- Rohmah Integral Tahfizh.

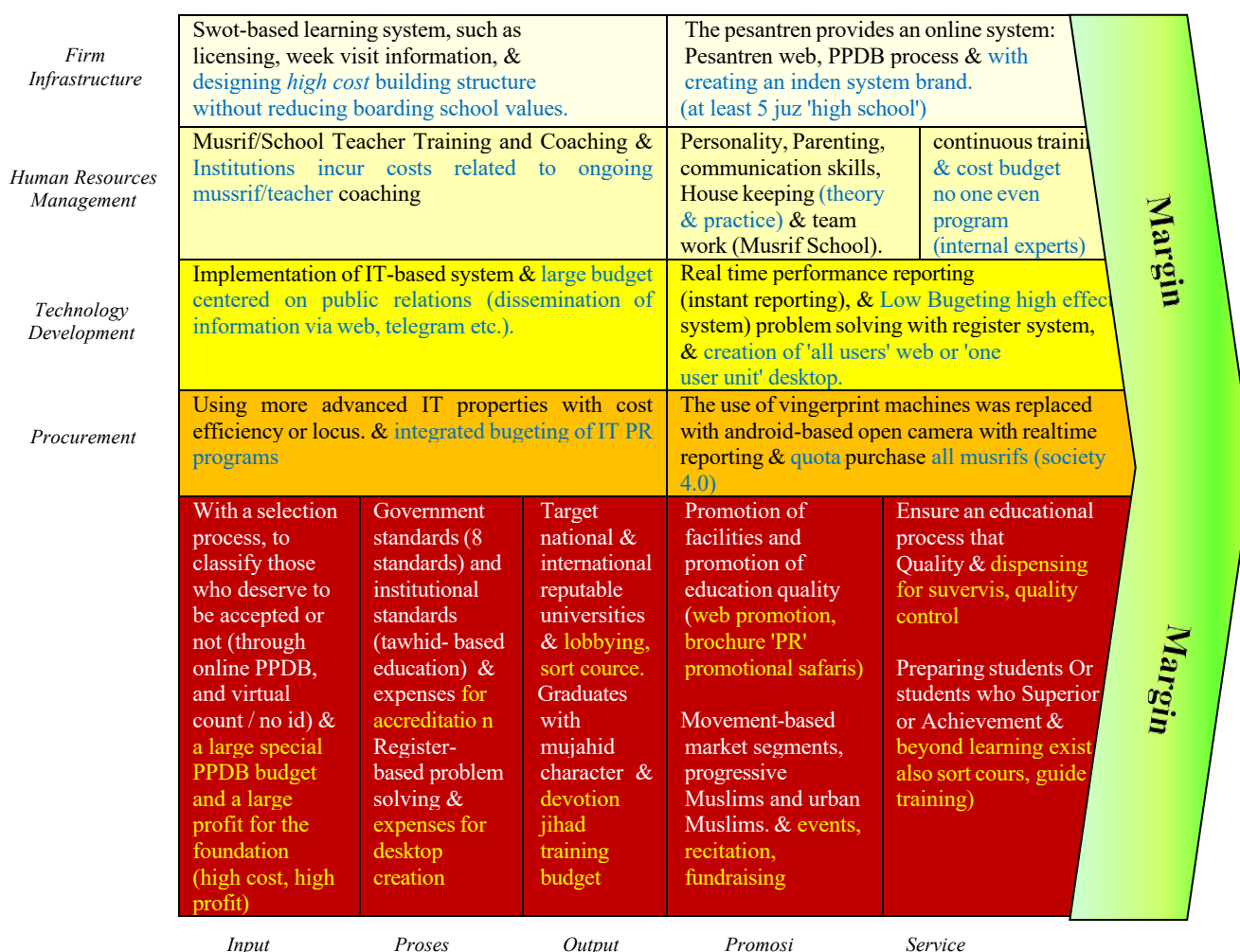


Figure 3. Integrated Strategy of Ar-Rohmah Integral Tahfizh

Main Activity (Corporate Activity)

To support the achievement of the vision and mission as well as the implementation of the strategies that have been designed, Ar-Rohmah Integral Tahfizh Islamic Boarding School sets a number of main activities that become the institutional focus. These activities include education, human resource development, strengthening management systems, and improving the quality of boarding and tahfizh services. Each main activity is designed to strengthen the competitiveness of the institution and ensure the creation of superior,

holistic, and sustainable education quality in accordance with the integral character that characterizes the pesantren.

1. Input

These activities are: (1) selection process, to classify which ones deserve to be accepted or not (through online PPDB, and virtual count / id number). (2) Then a large PPDB special budget and a large profit for the foundation (*high cost, high profit*). Theoretically, this approach is in line with the Input-Process-Output (IPO) Model in educational strategic management, where the success of the output is largely determined by the quality of inputs and processes carried out (Agus R & Ummah, 2019). Good input-in this case, qualified prospective students and a transparent selection system-is an important foundation in creating excellent graduates. Furthermore, according to (Porter, 1993) in the concept of *value chain*, input activities are part of inbound logistics that need to be optimized to create competitive advantage. By utilizing digital technology in the selection and registration process, Ar-Rohmah not only accelerates services but also strengthens the perception of professionalism and openness to the public. This strategy also contributes to efficient budget management, because the PPDB system is designed with a high cost-high return approach, where promotional costs and digitalization systems become strategic investments to generate large profits for the sustainability of the foundation. Research by (Sallis, 2002) on Total Quality Management in Education also supports the importance of measurable and strategic input management in supporting the overall quality of education. By selecting students who are in accordance with the vision of the institution, as well as facilitating the entry process through an effective information technology system, pesantren build a strong foundation for superior and sustainable education.

2. Process

These activities are: (1) setting government standards (8 standards) and institutional standards (tawhid-based education). (2) Register-based problem solving, (3) Expenditure of funds for accreditation and Expenditure for desktop creation. In the Total Quality Management (TQM) approach in education, process is at the core of quality improvement efforts. Setting standards both national standards (8 National Education Standards) and institutional standards such as Tawhid-based education is an important first step. This is in line with the opinion of (Sallis, 2002) which states that the quality of education must be built from external standards and the distinctive values of the institution. Register-based problem solving reflects the principle of fact-based decision making (Wilkins & Huisman, 2015), where decisions are made based on valid data. Meanwhile, spending on accreditation and desktop system development is a form of quality investment, as asserted (Suryaningsih, 2021), that resource support is essential in ensuring the sustainability of educational quality. Thus, these three process activities reflect the strategic and sustainable application of TQM principles.

3. Output

These activities are: (1) Targeting national & international reputable universities. (2) Lobbying, and sort course. (3) Graduates with mujahid character. (4) 'devotion' jihad training budget To achieve a superior institutional vision, these four main outputs are set as a strategic focus. First, the target of becoming a university with national and international reputation is in line with the goal setting theory (Holbert et al, 2021) which emphasizes the importance of quality resources, governance, and funding. Second, lobbying and short courses as a global collaboration strategy support the concept of networking (Wen-Cheng et al, 2011), In addition, graduates with mujahid characters are formed based on the theory of character education (Lickona, 1991) , which emphasizes the importance of character building based on the values of struggle, integrity, and resilience in facing various life challenges. Finally, the budget for jihad training in community service is based on the theory of experiential learning (Kolb, 1984) (and scholarship of engagement (Boyer, 1990), which integrates science-based social service and da'wah as an integral part of higher education.

4. Promotion

This activity is carried out, namely: (1) Promotion of facilities and promotion of education quality,

(2) Promotion on the web, brochure safari promotion of public relations. (3) Movement-based market segments, progressive Muslims and urban Muslims, (4) events, recitations, fundraising. Promotion in the context of educational institutions involves various activities to enhance the image and attract the interest of the targeted market. Promotion of educational facilities and quality, which highlights the institution's excellence in providing educational facilities and quality, is part of the Positioning Theory that aims to position the institution as the first choice (Kotler & Armstrong, 2018). Promotion through the web, brochures, and PR promotional safaris follows Integrated Marketing Communications (IMC) Theory, which emphasizes the importance of message consistency across multiple platforms (As'ad, 2020). In addition, the targeted market segments, such as progressive Muslims and urban Muslims, use Market Segmentation Theory, which differentiates groups based on demographic and psychographic characteristics (Kotler, & Armstrong, 2018). Activities such as events, recitations, and fundraisers can be explained through Event Marketing Theory, which shows how events can strengthen emotional connections with audiences and increase brand awareness (Pappu et al, 2007). The overall strategy aims to strengthen the institution's image, attract prospective students, and increase community engagement.

5. Service

These activities are carried out, namely: (1) ensuring a quality educational process, (2) spending on supervisors, and quality control, (3) preparing students or students who excel or excel, (4) in addition to learning there are also *short courses*, guide training. Activities in the service category focus on improving the quality of education and student development through various efforts. The quality education process in Service Quality Theory emphasizes the importance of providing educational services that meet or exceed the expectations of students and parents (Kumar & Sharma, 2018). Spending on supervisors and quality control relates to Total Quality Management (TQM) Theory, which suggests the importance of continuous evaluation and quality improvement in every aspect of the organization to achieve customer satisfaction (Rachman, 2020). Preparing excellent or outstanding santri or students can be understood by the Individual Potential Development Theory, which focuses on providing training and experiences that can develop the maximum potential of each individual to achieve academic and non-academic success (Parent & Fernet, 2020). In addition, short courses and steward training are part of the Experiential Learning Theory, which suggests that learning does not only occur within the formal classroom, but also through practical activities that develop students' life and social skills (Pittaway et al, 2011). All these activities aim to create an educational environment that supports students' all-round development, both in academic and non-academic aspects.

All of the main activities carried out by the Ar-Rohmah Integral Tahfizh Islamic Boarding School ranging from strategic input management, education processes based on national standards and monotheistic values, superior graduate output and character, integrated promotion, to quality education services are the implementation of a modern education management approach that is oriented towards quality and competitiveness. . These activities form a solid foundation for pesantren in realizing the vision of integral education that is superior, relevant to the challenges of the times, and strategically sustainable.

Supporting Activity

In addition to the main activities, Ar-Rohmah Integral Tahfizh Islamic Boarding School also carries out various supporting activities that play an important role in supporting the smooth operation and achievement of the institution's strategic goals. These supporting activities include the management of infrastructure, management information systems, partnership relations, finance, and strengthening the alumni network. All of these activities serve as a foundation that supports the successful implementation of the main program and ensures the realization of an integrated, efficient and highly competitive education system.

1. Firm Infrastructure

These activities are: (1) Swot-based learning systems, such as licensing, week visit information, (2)

Designing building structures with high costs without reducing boarding school values, (3) Pesantren provides an online system: Web pesantren, (4) PPDB process by creating an indent system brand. (takhasus at least 5 juz for high school). Firm Infrastructure focuses on managing systems and structures that support operational effectiveness. The use of a SWOT based Learning System for licensing and information on week visits is in line with (Far Shodiq & Alfiah, 2022) which helps institutions assess and utilize internal strengths and identify external threats. Development of physical infrastructure at a high cost, but still maintaining boarding school values. The provision of an online system through the pesantren web supports the concept of a Management Information System that allows efficient distribution of information and increases operational transparency.

2. Human Resources Management

This activity is carried out, namely: (1) Training and Coaching of Musrif School / Teacher School, (2) The institution issues financing related to the ongoing coaching of musrif / teachers, (3) Personality, Parenting (parenting), communication skills (delivery of correct information), House keeping (theory & practice) team work (Musrif School). (4) Continuous training and a budget of no one even program (internal expert speakers). In human resources management, ongoing training and coaching for musrif and teachers focuses on developing professionalism and competence, in accordance with (Khuailid, 2018). Skills in Personality, Parenting, Communication Skill, and Team Work are important to build character and interpersonal abilities needed in managing quality education. also supports continuous learning for musrif and teachers, which is expected to increase the effectiveness of teaching and coaching students.

3. Technology Development

These activities are carried out, namely: (1) Implementation of an IT-based system, (2) A large budget is centralized in public relations (dissemination of information via the web, telegram etc.). (3) Real time based performance reporting (instant reporting), (4) Low Bugeting high effect system) problem solving with register system, (5) Making web 'all users' or desktop 'one user unit'. In Technology Development, the application of IT-based systems and real-time performance reporting supports Information and Communication Technology Theory (Laudon & Laudon, 2014) which emphasizes the role of technology in improving the efficiency and speed of institutional operations. The use of Low Budgeting High Effect in problem solving shows the application of Innovation Management (Luluk Indarti, 2021), which prioritizes the use of efficient and high-impact innovations at low cost, to support the continuity of educational programs.

4. Procurement

These activities are: (1) Using more sophisticated IT properties with cost efficiency or locus. (2) Integrated bugeting of Public Relations IT programs, (3) The use of vingerprint machines replaced with android-based open cameras with realtime reporting, (4) Purchasing quotas for all musrif (society 4.0). In Procurement, the use of advanced technology such as the replacement of fingerprint machines with Android-based cameras shows the application of Resource Management (Hasibuan, 2012) which focuses on efficient procurement of technology and resources. Integrated budgeting for IT PR programs supports efficient resource allocation, ensuring that the budget is used optimally to support the smooth communication and information in pesantren (Usman, 2013).

All supporting activities carried out by Ar-Rohmah Integral Tahfizh Pesantren include strengthening infrastructure, managing human resources, developing technology, and efficiency in procurement are strategic elements that are integrated to support the success of the main program. With the support of relevant management and education concepts, these activities not only ensure the smooth operation of the institution, but also strengthen the competitiveness of the pesantren in building a superior education system, adaptive to the times, and oriented to quality and efficiency.

Conclusion

The success of Ar-Rohmah Integral Tahfizh Islamic Boarding School in creating superior and relevant education depends not only on its resources, but also on its ability to design strategies that integrate internal strengths and external opportunities. By combining tahfizh, academic education, and a tawhid-based dormitory system, Ar-Rohmah Islamic Boarding School has succeeded in building a strong positioning in the midst of urban Muslim demand for quality education. Strategic analysis through the IE Matrix and BCG Matrix shows that Ar-Rohmah is in a position that leads to a concentrated growth strategy, which allows further development of its internal strengths, such as its excellent tahfizh program and international teaching staff. However, operational challenges and threats from modern corporate-based pesantren require more attention. In this case, Ar-Rohmah as a Cash Cow requires a repositioning strategy to ensure its sustainability and increased competitiveness. The strategies implemented include improving the quality of human resources, strengthening accreditation, improving internal services, and establishing alumni networks. This is in line with structured managerial principles and the integration of spiritual values that shape the character of learners. With the right approach in managing internal strengths and capitalizing on external opportunities, Ar-Rohmah Islamic Boarding School shows that it can transform into an adaptive, competitive, and capable educational institution in the global arena.

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