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## **The Strategic Formulation for the Development of Al-Qur'an Education at MIQ Bustanul Ulum Losari Gudo Jombang**

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### **Abstract**

Research on the strategic formulation of the Qur'an memorization program needs to be carried out. The findings can be a foothold for application in strategic formulation to maintain existence and increase competitiveness between Islamic educational institutions. The research aims to describe the strategic formulation of the Qur'an memorization program at Madrasah Islamiyah Qur'an (MIQ) Gudo Jombang. Qualitative research methods and data collection techniques using observation, interviews, and documentation. The data validity technique uses triangulation. This research focuses on three: (1) Strategic analysis of the Qur'an memorization program through SWOT analysis. (2) Strategic Planning through the right vision, mission, goals, and objectives. (3) Selection of strategies in the Qur'an memorization program to increase competitiveness and maintain the existence of madrasas. TPQ Bustanul Ulum is part of the business unit strategy managed by MIQ Gudo Jombang to improve the program for memorizing the Quran. The strategy formulation implemented is to take advantage of strengths and opportunities to become a superior strategy to expand the market, create competitiveness, and close the shortcomings and challenges of competitors.

Keywords: Strategic Formulation; SWOT Analysis; Development; Al-Qur'an Education

## Introduction

The dynamics of competition between organizations take place continuously and relentlessly. Every organization must constantly move and innovate to maintain the quality of the products and services it produces and offers to satisfy its consumers or customers, including educational institutions. This applies to both public and private educational institutions, which must strive for continuous improvement in the products and services they offer and produce. This effort aims to ensure optimal success, which must be supported by various management strategies that empower all available resources. This way, the goals and objectives of the Islamic educational institution can be achieved effectively and efficiently.

Two higher education institutions, UNHASY Tebuireng, and UNWAHA Tambakberas, have successfully developed their institutional status from a higher education school to an institute and eventually to a university. These two campuses have formulated several development strategies, covering four key aspects: structural changes, enhancement of academic quality, improvement of human resources, and the advancement of facilities and administrative services based on IT. Competent leadership, collaboration with other campuses, the addition of new programs in both general and religious fields, and the recruitment of qualified and experienced lecturers are also key elements of their development plans. (Arwani 2022).

Similarly, at SMPIT Ar-Rahmah Pacitan, the researcher sees an opportunity to brand the school through its Tahfidz al-Qur'an program. The school, with its flagship program that aligns with the needs of consumers, taps into the growing trend of shifting preferences toward private religious-based educational institutions. This development is auspicious and has garnered significant interest from many consumers. The strategy formulation involves creating a grand design relevant to the consumers' needs. (Suprayitno, 2021).

Strategic management is an essential field of study in managing organizations or educational institutions. It serves as a tool to assess how far and to what extent an organization or educational institution has been managed by its administrators and stakeholders, ensuring that its goals are aligned effectively and efficiently. Strategy developers use the strategic management process to set objectives and make strategic decisions. (Kholis 2014).

According to research (Ahmadi Dkk 2021), for Islamic educational institutions to remain relevant amidst competition, they need to enhance the quality and credibility of their institution and its programs. This is exemplified by MTsN 2 Lampung, which ensures the quality of its education is based on a well-formulated strategic plan and effective strategy implementation. Additionally, the school supports its strategic efforts with flagship programs to ensure its outputs are competitive with other institutions.

Ach. Saifullah and Agus Zaenul Fitri researched the formulation of strategies for madrasahs to develop Al-Qur'an learning at MI Islamiyah Ngoro Jombang. Their study focuses on effectively enhancing Al-Qur'an education through strategic planning and implementation within the madrasah. (Ach. Saifullah dan Agus Zaenul Fitri 2023). In conclusion, the formulated strategy applied is to support aggressive growth policies. The intensive strategy involves market penetration and expansion, which serves as a strategy to implement market expansion efforts and optimally seize opportunities for the sustainable advancement of Al-Qur'an education.

Similarly, in the research (Arwani 2022) It is stated that maintaining the existence of an educational institution is inevitable. However, many institutions fail to do so due to the improper formulation of strategies and the steps taken. This point is also emphasized by Agus Zaenul Fitri, who argues that strategic planning for higher education is vital, as it serves as a guide in determining policy directions and organizational performance to achieve success in competing for the market. Thus, implementing strategic planning at Islamic Higher Education Institutions (PTKI) often faces obstacles due to a lack of understanding of the importance of these theories. Strategic planning is crucial in fulfilling administrative obligations while ensuring the institution's growth and sustainability. (Agus Zaenul Fitri, Nasukah, and Tayeb 2020).

Thus, formulating educational strategies is an administrative step and a collaborative effort to create a better, more adaptive, high-quality education system. It is hoped that the quality of education can be improved by developing effective strategies.

The discussion on the formulation of educational strategies is expected to provide an understanding of the urgency of strategy formulation and the methods or steps to formulate such strategies. At least three key focus areas in strategy formulation include strategic analysis, strategy planning, and strategy selection.

Based on the explanation above, research on formulating strategies in madrasahs is still relatively rare. Studies like this are necessary as they can spread the information that formulating strategic programs for memorizing the Al-Qur'an through a series of quality learning activities, qualified teachers, and standardized evaluations can create competitiveness and maintain the existence of madrasahs. The findings of this research can serve as a foundation for applying strategic formulations to enhance competitiveness and sustain the existence of Islamic educational institutions.

Therefore, the researcher aims to describe the strategic formulation of the Al-Qur'an memorization program at MIQ Gudo Jombang.

## **Theoretical Review**

### *Definition of Strategic Management According to Experts*

According to J. David Hunger, strategic management is a series of managerial decisions and actions that determine a company's performance over the long term.

Thomas Wheelen and Co. define strategic management as a series of managerial decisions and activities that determine a company's success in the long term. These activities include strategy formulation or planning, strategy implementation, and evaluation.

Nawawi defines strategic management as a large-scale planning process that aims to achieve long-term goals. It is a fundamental decision-making process for an organization or educational institution. (samsurijal Hasan Dkk 2021).

*Hunger and Wheelen define strategic management as a unified series of decisions and actions that determine the long-term performance of a company or organization. This includes recognizing and analyzing internal and external environments, formulating strategies, implementing strategies, and conducting evaluations along with their control mechanisms. (Subki 2022).*

From the various definitions above, it can be concluded that strategic management is both an art and a science of formulating, implementing, and evaluating strategic decisions across different organizational functions. This process enables the organization to achieve its long-term goals or future objectives.

From the Islamic perspective, every task or activity should not be carried out arbitrarily; instead, it must be done in an organized, proper, and orderly manner. Every organization should have specific activities designed to achieve its goals effectively. The emphasis is on discipline, order, and purposefulness in every action taken, ensuring that the organization operates according to principles that promote efficiency and ethical conduct. (Dewi and Sandora 2019). In a narration, the Prophet Muhammad (SAW) said:

"Indeed, Allah loves that when any of you does a task, he does it with itqan (perfection, precision, clarity, and completion)." (HR Thabrani).

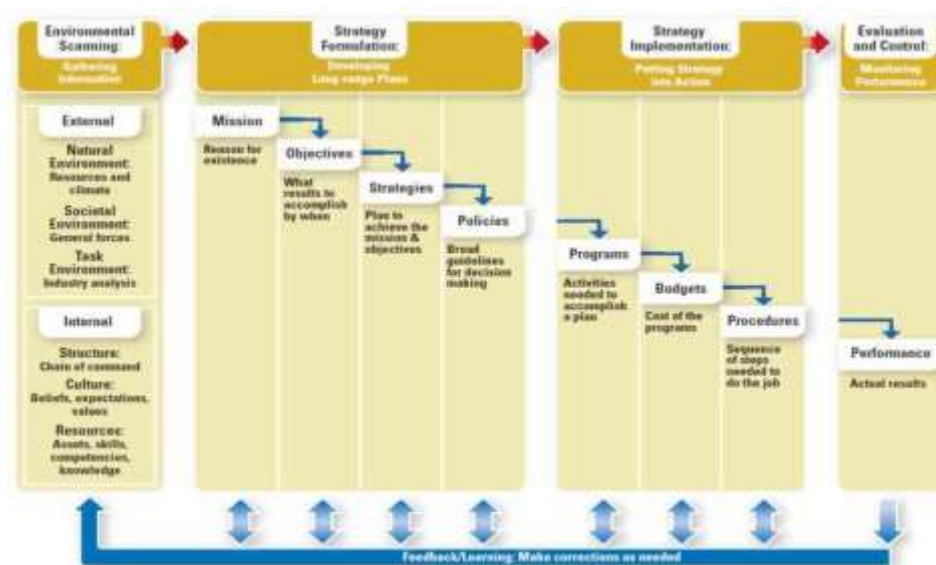
According to Wheelen and Hunger (1996: 9), the basic concept of strategic management consists of four fundamental elements: Environmental Scanning, Strategy Formulation, Strategy Implementation, and Evaluation and Control.(Subki 2022).

Strategy formulation involves determining activities closely related to achieving the goals of an educational institution. These activities can be grouped into three categories: strategic analysis, strategy planning, and strategy selection. To implement strategic formulation optimally and as expected, there is a strong connection to SWOT analysis, as strategy formulation requires data and information derived from a SWOT analysis. (samsurijal Hasan Dkk 2021).

Strategy formulation is crucial after conducting a SWOT analysis and understanding the findings related to the opportunities and strengths possessed by the educational institution, as well as its weaknesses and threats. Strategic formulation involves determining the institution's vision and mission, setting objectives and goals to be achieved, developing strategies, and establishing policy guidelines. This ensures the institution's programs have a clear direction—defining its system, learning process, and desired outputs.

Among various strategic management models, the Hunger and Wheelen model is considered one of the most straightforward, easiest to implement, and most understandable, yet sufficiently rational and practical. As a result, it is often referenced in research studies. Therefore, a more profound discussion will be presented in detail regarding the aspects of strategy formulation and the stages involved according to the Hunger and Wheelen model. (Indrajit 2013). To better understand the strategic management model, the following explanation outlines the key components and stages involved in the Hunger and Wheelen model:

Figure 1: Hunger and Wheelen's Strategic Management Model



The Hunger and Wheelen model consists of 4 stages: 1) Observation of internal and external environments; 2) Strategic Formulation; 3) Strategic Implementation; and 4) Evaluation and Control. (Daryanto Eka 2016).

#### 1) SWOT analysis

Ibnu Rohman, as cited in Freddy Rangkuti, defines SWOT analysis as an analysis based on logic that can optimize strengths and opportunities while minimizing weaknesses and threats. (Ibnu Rochman 2019).

#### 2) Definition of Strategic Formulation

Strategic formulation, or strategy formulation, is establishing a plan by an organization/educational institution, setting the desired final objectives, and determining the methods to achieve those objectives. Wheelen and Hunger explain that strategy formulation is the development of long-term plans to effectively manage opportunities and challenges in the environment, considering the organization's strengths, weaknesses, opportunities, and threats (SWOT analysis). (Harris and de Chernatony 2001).

The strategy formulation process begins with defining the organization's vision and mission to reflect the values of various stakeholders. The main focus of

this stage is to connect the organization with its environment and create strategies suitable for achieving its established mission. (Adrie Frans Asa 2010).

*Strategy formulation in Islamic educational institutions reflects the true desires and goals of the organization. In this case, the educational institution must formulate its vision, mission, and values, assess the internal and external environments, and conclude the analysis of internal and external factors in developing strategies to achieve its vision and mission. (Masrokan Mutohar and Madsuki 2019).*

The strategic formulation includes the development of the vision and mission, identifying external opportunities and threats to the organization or educational institution, determining internal strengths and weaknesses, setting long-term goals, generating alternative strategies, and selecting a specific plan or policy to be implemented moving forward.

### 3) Strategy Implementation

Strategy implementation requires the organization or educational institution to set annual goals, design policies, motivate employees, and utilize available resources to execute the formulated strategy. (Umar 2020).

### 4) Strategy Evaluation

This evaluation stage has three main activities: analyzing internal and external factors, measuring performance, and determining corrective actions. This evaluation stage is used to assess the success or failure of the strategies that have been implemented. (Handayani & Sarwono, 2021). Strategy Evaluation is the final stage in strategic management. Managers must understand that strategy evaluation is the best way to gather this information and data when a strategy is not performing well or working effectively and optimally.

The researcher here focuses on analyzing the environment and strategy formulation from the strategic management model of Hunger and Wheelen. The study does not cover the entire process, from environmental analysis to the evaluation and control stages.

## Method

Relevant research on strategy formulation in education at MIQ Bustanul Ulum Jombang is descriptive and uses a qualitative approach. Data collection methods include observation, in-depth interviews, and documentation. The data

analysis technique is inductive. The data validity technique uses triangulation. This research is field research conducted at MIQ Bustanul Ulum Gudo Jombang.

## Results

### *Strategic Formulation*

In strategy formulation, there are three main topics discussed below as follows:

#### 1) Strategic Analysis

Strategic analysis is the crucial first step in understanding the internal and external conditions of an organization or educational institution. To identify the strengths, weaknesses, opportunities, and threats (SWOT) in the internal and external environment, MIQ Gudo Jombang uses SWOT analysis. Below is an explanation of the internal and external factors related to the Qur'an memorization program at MIQ Gudo Jombang:

##### a. Internal Environment

In this case, the researcher found several strengths possessed by MIQ Bustanul Ulum Jombang, including:

- 1). The quality of the teachers, with qualifications by the requirements and alums from Islamic boarding schools
- 2). Having a leading tahfidz program (Qur'an memorization program)
- 3). The Qur'an learning process uses the Baghdadiyah method, which has three volumes as a guide for Qur'an teaching. By summarizing the volumes, the quality of students' recitations is not compromised. With strong discipline and innovative, enjoyable learning programs, this method is easy to apply and understand.
- 4). The target for graduates is to memorize 6-30 juz (sections) of the Qur'an
- 5). Despite some voices claiming that the education fees at MIQ Gudo Jombang are high, the institution dares to prove the quality of its students and competes with other institutions.



- 6). Gaining support from the community, such as weekly khataman (Qur'an completion ceremonies) at people's homes on a rotating basis.

The researcher also found several weaknesses, including:

- 1). The building facilities are not proportional to the number of students
- 2). The access road is not very strategic, as it is located next to rice fields.

#### b. External Environment

In this case, the researcher identified several opportunities that MIQ Bustanul Ulum can take advantage of, including:

- 1). The quality of the students is recognized by many parties, as evidenced by consistently winning general championships in religious competitions such as Tartil recitation, tahfidz (Qur'an memorization), speech, and religious quiz competitions.
- 2). The Tahfidz program is a leading program with a high interest level.
- 3). Other SD/MI (elementary schools) in the surrounding area do not have a leading tahfidz program.

The researcher also found several threats, including:

- 1). Competition with other schools, where competitor institutions offer incentives such as 300,000 IDR to anyone who can enroll new students, free uniforms, and other promotions.
- 2). Lack of parental support, as some parents are still attracted to the promises offered by competing institutions.
- 3). Some members of the community/consumers perceive the education fees at MIQ Gudo Jombang as expensive compared to nearby competing schools.

## c. SWOT Matrix

	<b>STRENGTHS</b> Positive characteristics and advantages of the issue, situation, or technique	<b>WEAKNESSES</b> Negative characteristics and disadvantages of the issue, situation, or technique
<b>OPPORTUNITIES</b> Factors, situations that can benefit, enhance or improve the issue, situation, or technique	<b>S-O Strategy/Analysis</b> <i>Using strengths to take advantage of opportunities</i>	<b>W-O Strategy/Analysis</b> <i>Overcoming weaknesses by taking advantage of opportunities</i>
<b>THREATS</b> Factors, situations that can hinder the issue, situation, or technique	<b>S-T Strategy/Analysis</b> <i>Using strengths to avoid threats</i>	<b>W-T Strategy/Analysis</b> <i>Minimize weaknesses and avoid threats</i>

\*This figure combines definitions from three sources (shaded<sup>21</sup> cells; clear cells<sup>70,71</sup>).

Figure 2. SWOT Matrix

## 1). S-O Strategy → Leveraging Strengths to Seize Opportunities

Utilize the recognized quality of students and the tahfidz program to attract more students and enhance the institution's reputation.

## 2). W-O Strategy (Improving Weaknesses to Seize Opportunities)

Improve the building facilities and road access to enhance comfort and appeal for prospective students and their parents.

## 3). S-T Strategy (Leveraging Strengths to Counter Threats)

Strengthen the reputation and quality of the tahfidz program to stay competitive, even in the face of offers from other institutions (such as financial incentives or "dawn attacks").

## 4). W-T Strategy (Addressing Weaknesses and Threats)

Improve communication with parents and the community to address the perception of high education fees and clarify the program's value.

From the findings above, it can be concluded that the strategic analysis of MIQ Gudo Jombang shows that the institution has several internal strengths, such as quality teachers, a leading tahfidz program, an innovative Qur'an learning

method, and support from the community. These strengths can be leveraged to seize opportunities. However, MIQ Gudo also faces weaknesses, such as building facilities that are not proportional to the number of students and less-than-ideal accessibility. Externally, the institution has excellent opportunities due to the recognition of the quality of its students and the high interest in its tahfidz program. However, it must also face threats from stiff competition with other institutions offering financial incentives.

## 2) Strategic Planning

### a. Vision and Mission

#### Vision

“To produce a Qur'anic generation that is virtuous, knowledgeable, charitable, and dedicated.”

#### Mission

- 1). To develop human resources based on Qur'anic values that are virtuous, knowledgeable, charitable, and dedicated
- 2). To teach the Qur'an using an enjoyable and practical approach.
- 3). To instill Qur'anic values in students' daily lives.

### b. Objectives:

- 1). To create students who can read the Qur'an correctly (with tartar, tajwid, and taphonomy)
- 2). Encourage students to memorize at least one juz (section) of the Qur'an within one year.

### c. Targets

- 1). Implement a Qur'anic learning program using the Baghdadiyah method and a structured tajwid approach.
- 2). To provide rewards for students who successfully memorize the Qur'an to motivate their learning.
- 3). To organize Qur'an memorization competitions to enhance students' motivation.

The institution can design effective and sustainable flagship programs by establishing a clear vision, mission, objectives, and targets.

### 3) Strategy Selection

#### a. Teaching Quality Strategy:

- 1). Provide training for teachers
- 2). Standardize the teaching methods to maintain the quality of student learning.

#### b. Parental Involvement Strategy:

- 1). Hold regular meetings between the institution and parents to establish two-way communication.
- 2). Invite parents to witness their children taking the Tasmi' Al-Qur'an (Qur'an recitation exam).
- 3). Organize rotating khataman (Qur'an completion) ceremonies at parents' homes or the surrounding community.

#### c. Facilities Improvement Strategy:

- 1). Seek funding through grants
- 2). Solicit donations from donors
- 3). Collect building fees from parents

In strategic planning, MIQ Gudo has set clear vision and mission statements, focusing on developing a Qur'anic generation to create students who can read and memorize the Qur'an well. The selected strategies include improving teaching quality, enhancing teacher competence, fostering parental involvement, and upgrading facilities through grants and donations. This approach allows MIQ Gudo Jombang to leverage its strengths and opportunities while addressing weaknesses and threats.

## Discussion

The strategic analysis of MIQ Gudo Jombang shows that the institution has several internal strengths, such as its teachers' quality, leading tahfidz program, innovative Qur'an learning methods, and strong community support. Strengths

represent favorable conditions that can provide advantages and superiorities for the institution, setting it apart from competitors. (Suriono and Kunci 2021). However, MIQ Gudo also faces weaknesses, such as building facilities that are not proportional to the number of students and less strategic accessibility. Weaknesses are one of the factors that hinder an educational institution from achieving the goals set by the organization. (Didaktika and 2013 2017).

Externally, the institution has significant opportunities due to the recognition of the quality of its students and the high interest in its tahfidz program. Opportunities are advantageous for the organization or institution in creating a competitive edge. (Dan 2019). However, it also faces threats from intense competition with other institutions offering financial incentives. External challenges or threats to the institution, both now and in the future, will not be beneficial. These challenges may include the emergence of new competitors, a decline in student enrollment, and other factors. (Fentina Sari 2017).

MIQ Bustanul Ulum Gudo Jombang has a vision and mission to realize a Qur'anic generation. The vision of MIQ Bustanul Ulum Gudo Jombang serves as a tool to communicate the reasons, meaning, and fundamental goals of the organization's existence and establish collaboration with stakeholders. (Calam and ... 2020). To this day, many organizations or educational institutions are enhancing their vision statements to answer the question, 'What do we want to become?' Developing a vision statement is often seen as the first step in strategic planning, and even before creating a mission statement, the creation of a vision should come first (Fred R. David 2015).

The educational mission at MIQ Bustanul Ulum Gudo Jombang serves as a practical and concrete guide for developing activities and selecting strategies. The mission breaks down the vision, providing a reference for creating long-term, medium-term, and short-term programs. Without a clear mission, the vision would be challenging to realize (Patmawati et al., 2023).

MIQ Bustanul Ulum Gudo Jombang has also established clear objectives and targets. The objectives of MIQ Bustanul Ulum Gudo Jombang represent the future aspirations to be achieved, and they refer to the formulation of the madrasah's goals and strategies to realize its mission. Meanwhile, the targets of MIQ Bustanul Ulum Gudo Jombang are a breakdown of the objectives, describing what is to be achieved through actions taken by the organization or educational institution to

reach measurable goals. These targets can be set for an annual, semester, quarterly, or monthly timeframe. (Farhurohman 2017).

The strategy selection at MIQ Bustanul Ulum Gudo Jombang aims to improve the quality of teaching, parental involvement, and educational facilities, which are interconnected and very important. Teacher training and standardizing teaching methods can enhance the quality of education. The final step in strategic formulation is determining or selecting the appropriate strategy for the organization or educational institution. The vision, mission, internal and external factors, as well as the objectives and targets of the organization, are key considerations when determining or selecting a strategy. An organization can achieve optimal results by implementing the plan correctly. (Shobirin et al. n.d.).

## Conclusion

MIQ MIQ Bustanul Ulum Gudo Jombang demonstrates notable strengths in teacher quality, the Tahfidz program, and innovative teaching methods. However, weaknesses such as inadequate facilities and less strategic accessibility hinder its goal achievement. Externally, the institution has excellent opportunities due to the growing public interest in the tahfidz program, but it also faces threats in the form of intense competition with other institutions. Therefore, a deep understanding of internal and external factors is essential for building effective strategies.

Strategic planning at MIQ Gudo emphasizes the importance of having a clear vision and mission as a guide to achieving long-term goals. The institution's vision communicates its purpose for existence, while the mission provides practical guidance for developing educational activities. Formulating specific objectives and targets also helps assess progress and the effectiveness of programs. The institution can stay focused on achieving its aspirations with the proper planning steps.

The right strategy is crucial for MIQ Gudo in improving teaching quality and parental involvement. The institution can determine appropriate strategic actions by considering strengths, weaknesses, opportunities, threats, vision, mission, and clear objectives. Teacher training and standardizing teaching methods can be implemented to strengthen its competitive position. With the practical application of these strategies, MIQ Bustanul Ulum Gudo Jombang can achieve maximum results in realizing the envisioned Qur'anic generation.

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