



Research Article

Received: 27 August 2025, Revised: 28 September 2025, Accepted: 04 October 2025, Published: 05 October 2025

From Policy to Quality: The Director's Strategy in Enhancing Service Quality at Islamic Boarding School

R.M. Syahrial, Sya'roni, Musli¹

¹Universitas Sulthan Thaha Saifuddin, Jambi, Indonesian

ABSTRACT:

The rapid growth of educational institutions, particularly Islamic boarding schools (*pesantren*), requires effective management strategies to improve service quality. Nevertheless, few studies have examined the director's strategic role in managing facilities and infrastructure to enhance *pesantren* services, considering the unique complexities of this educational context. This qualitative study investigates how the director of Pondok Karya Pembangunan (PKP) Al-Hidayah in Jambi Province formulates, implements, and evaluates strategies for service quality improvement, with a particular focus on developing the facilities and infrastructure of *pesantren*. Data were collected through in-depth interviews, direct observation, and internal documentation analysis. Findings indicate that the director employs a comprehensive strategic approach. Planning involves internal/external analysis, strategy selection, and policy formulation for facility quality. Implementation utilizes a holistic method through a dedicated coordinator, diversified funding, external collaborations, proactive maintenance, enhanced human resource capacity, and master plan development. Evaluation is conducted via a supervision program (observations/reports), routine meetings, and periodic physical audits. This research highlights effective leadership and management practices crucial for ensuring service quality in religious educational institutions amidst dynamic changes.

Keywords: Strategic, Service, Quality, Facilities and Infrastructure, Islamic Boarding School.

ABSTRAK:

Pertumbuhan pesat lembaga pendidikan, khususnya pondok pesantren, menuntut strategi manajemen yang efektif untuk meningkatkan kualitas layanan. Namun demikian, hanya sedikit penelitian yang mengkaji peran strategis direktur dalam mengelola sarana dan prasarana guna meningkatkan layanan pesantren, mengingat kompleksitas unik dari konteks pendidikan ini. Penelitian kualitatif ini meneliti bagaimana Direktur Pondok Karya Pembangunan (PKP) Al-Hidayah di Provinsi Jambi merumuskan, mengimplementasikan, dan mengevaluasi strategi peningkatan kualitas layanan, dengan fokus khusus pada pengembangan sarana dan prasarana pesantren. Data dikumpulkan melalui wawancara mendalam, observasi langsung, dan analisis dokumentasi internal. Temuan penelitian menunjukkan bahwa Direktur menerapkan pendekatan strategis yang komprehensif. Perencanaan melibatkan analisis internal/eksternal, pemilihan strategi, dan perumusan kebijakan untuk kualitas fasilitas. Implementasi menggunakan metode holistik melalui penunjukan koordinator khusus, diversifikasi pendanaan, kolaborasi eksternal, pemeliharaan proaktif, peningkatan kapasitas sumber daya manusia, serta pengembangan rencana induk. Evaluasi dilakukan melalui program supervisi (observasi/laporan), rapat rutin, dan audit fisik berkala. Penelitian ini menyoroti praktik kepemimpinan dan manajemen yang efektif yang krusial dalam menjamin kualitas layanan di lembaga pendidikan keagamaan di tengah dinamika perubahan.

Kata Kunci: Strategis, Kualitas, Layanan, Sarana dan Prasarana, Pondok Pesantren

*Corresponding Author,

Email address., iyalkhan9@gmail.com (R. M. Syahrial)

INTRODUCTION

Islamic boarding schools (*pondok pesantren*), as traditional Islamic educational institutions, play an essential role in strengthening religious and moral education in Indonesia.¹ As institutions encompassing various elements, ranging from students with diverse backgrounds, teachers, to staff, pesantren are required to consistently provide high-quality educational services that remain relevant to the dynamics of contemporary development. Despite their strategic position in shaping the nation's character, pesantren also face numerous challenges in improving the quality of their services. These challenges include limited resources, inadequate infrastructure, restricted access to information technology, and the need to adapt to the constantly changing education paradigm.² National data confirm this reality: according to BPS, more than 30 percent of madrasah lack science laboratories, and 20 percent do not yet have proper libraries.³ In addition, EMIS 4.0 records over 351,000 pesantren and diniyah institutions across Indonesia, many of which face difficulties in providing adequate classrooms, sanitation, and internet access.⁴ These figures illustrate that the struggle to strengthen educational facilities is not unique to one institution, but represents a broader structural challenge

One of the key factors that significantly influences the improvement of service quality in pesantren is the strategic policies implemented by their leaders. According to David, strategy can be defined as the art and science of formulating, implementing, and evaluating decisions that enable an organization to achieve its goals. In the context of education, strategy is understood as a

¹ Departemen Pendidikan dan Kebudayaan Republik Indonesia, *Kamus Besar Bahasa Indonesia* (Jakarta: Perum Balai Pustaka, 2011), 420.

² Mansur Hidayat, "Model Komunikasi Kiai Dengan Santri Di Pesantren," *Jurnal Komunikasi ASPIKOM* 26 (2016): 43.

³ Badan Pusat Statistik, *Statistik Pendidikan Indonesia* (Jakarta: BPS, 2022).

⁴ Kementerian Agama RI, *Kementerian Agama RI, EMIS 4.0: Gerbang Data Pendidikan Kementerian Agama* (Jakarta: Direktorat Jenderal Pendidikan Islam, 2023).

strategic management process involving a set of thoughts and actions that result in the formulation and implementation of plans designed to achieve organizational objectives. Considering that pesantren leaders occupy the highest organizational structure and bear full responsibility for the institution's direction, the strategic policies they formulate and implement have multidimensional impacts on all aspects of pesantren life, including the quality of education services.⁵ Therefore, conducting an in-depth analysis of pesantren directors' strategic policies in enhancing service quality becomes highly relevant and urgent.

Leadership in pesantren is generally charismatic in nature,⁶ where the figure of the *kiai* not only serves as a role model in religious matters but is also regarded as someone capable of providing solutions to various social and religious issues.⁷ However, in today's modern era, pesantren leaders are also expected to possess managerial skills and professionalism in managing their institutions. With professional leadership, a leader will be able to formulate and evaluate essential policies required to create a conducive and high-quality pesantren environment.⁸ The success of an educational institution, including pesantren, largely depends on the leader's capacity to create an optimal learning environment, manage facilities, and ensure that education services satisfy all members of the pesantren community.⁹

Accuracy in conducting analysis when formulating strategies is a necessity for leaders. They must understand the internal

⁵ Edward Sallis et al., *Total quality management in education: model, teknik, dan implementasinya* (Yogyakarta: IRCiSoD, 2015), 211.

⁶ Rustam, "Strategi Kepemimpinan Kiai Dalam Membentuk Karakter Aswaja," *IQ (Ilmu Al-qur'an): Jurnal Pendidikan Islam* 3, no. 2 (2020): 265–278.

⁷ Mohammad Masrur, "Figur Kyai Dan Pendidikan Karakter Di Pondok Pesantren," *Jurnal Ilmiah Pendidikan* 1, no. 2 (2017): 105.

⁸ Muhammad Shodiq, "Pesantren Dan Perubahan Sosial," *Jurnal Sosial Agama* 1, no. 1 (2011): 209.

⁹ Dina Afrianty, Robert Hefner, and Azyumardi Azra, "Pesantren and Madrasa: Muslim Schools and National Ideals in Indonesia" (Princeton University Press, 2007).

strengths and weaknesses of the organization, while also being able to utilize every available opportunity and anticipate external threats.¹⁰ This aligns with Jatmiko's view that strategy is the way organizations achieve their goals in accordance with the opportunities and threats of the external environment they face, as well as their internal resources and capabilities. The appropriateness of the strategy chosen will positively impact the implementation of organizational programs, while errors in strategy can result in poorly executed plans.

The quality of a pesantren is not only measured by the teaching and learning process, but also by the availability and adequacy of the various needs of the entire pesantren community.¹¹ Pesantren that enjoy a positive image in society will experience significant impacts, one of which is an increase in student enrollment exceeding quotas, indicating high trust from prospective students and their parents. To achieve the status of a "favorite" institution, pesantren leaders need to adopt strategic thinking when innovating. As expressed by Kenichi Ohmae through Sri Agustinus Wahyudi, strategic thinking produces more creative and diverse solutions through a series of systematic steps, ranging from identification to validation of solutions and the formulation of concrete action plans.¹²

In practice, however, various inhibiting factors may prevent pesantren leaders from achieving ideal leadership quality. Empirical evidence often shows limitations in academic competence, self-motivation, work discipline, and leadership insight. This is suspected to be a result of recruitment processes that inadequately consider competence, lack of clear procedures, transparency, and competition. Low professionalism has

¹⁰ Husein Umar, *Strategic management in action: konsep, teori, dan teknik menganalisis manajemen strategis* (PT Gramedia Pustaka Utama, 2001).

¹¹ Wawan Wahyuddin, "Kontribusi Pondok Pesantren Terhadap NKRI," *SAINTIFIKA ISLAMICA: Jurnal Kajian Keislaman* 3, no. 1 (2016): 21–42.

¹² Agustinus Sri Wahyudi, *Manajemen Startegik: Pengantar Proses Berpikir Strategik* (Binarupa Aksara, 2014).

implications for low productivity among pesantren leaders in enhancing educational quality.¹³ In fact, pesantren leaders who pay attention to the welfare and professional development of teachers will create respected institutions that are adaptive to the demands of the times. A school leader should ideally be able to carry out their role as an Educator, Manager, Administrator, and Supervisor (EMAS).¹⁴ According to Parasuraman, Zeithaml, and Berry, there are five main dimensions of service quality: reliability, responsiveness, assurance, empathy, and tangibles.¹⁵ In the context of education, the tangible aspects of schools play a crucial role in shaping positive perceptions of institutional quality. For example, a clean and green environment equipped with adequate facilities directly or indirectly supports the learning process and creates a comfortable atmosphere. Good tangible evidence can provide positive impressions, attract prospective students, and influence the overall learning experience. Based on the above explanation, it can be concluded that the strategic policies of pesantren leaders play a central role in enhancing service quality. The quality of educational services is a key determinant of the competitiveness of educational institutions in today's global era. Therefore, analyzing leadership strategies and the background of service quality in pesantren becomes increasingly important.

Previous studies on pesantren leadership have largely focused on the central role of the kyai or school principals, rather than on the managerial role of pesantren directors.¹⁶ Other studies

¹³ Rohiat, *Kecerdasan Emosional Kepemimpinan Kepala Sekolah / Perpustakaan Universitas Gresik*, n.d.

¹⁴ Enco Mulyasa, *Menjadi kepala sekolah profesional: dalam konteks menyaksikan MBS dan KBK* (Remaja Rosdakarya, 2003), 98.

¹⁵ Popi Sopiyyatin, *Manajemen Belajar Berbasis Kepuasan Siswa / Popi Sopiyyatin / UPT Perpustakaan IAIN Palangka Raya* (Bandung: Ghalia Indonesia, 2010), 40.

¹⁶ Ubaidillah, "Model Kepemimpinan K.H. Fakhurrozi Dalam Meningkatkan Mutu Pendidikan." (Tesis, Sekolah Tinggi Islam Negeri Jember, 2012); Muhammad Ikhsan, "Kepemimpinan Kyai Abdus Shomad Di Pondok Pesantren Nuris Antirogo." (Tesis, Sekolah Tinggi Islam Negeri Jember, 2013); Ahmad Hariadi, "Peranan Kepemimpinan Kepala Sekolah Dalam Meningkatkan

concentrated on the role of school principals in improving educational quality, particularly through democratic leadership, entrepreneurial competencies, or academic services.¹⁷ They did not explore the managerial aspects of facilities and infrastructure in pesantren. In contrast to these studies, the present research offers a novel contribution by placing the pesantren director—who has received less attention in existing literature—at the center of analysis. The study focuses specifically on managerial strategies in planning, implementing, and evaluating the management of facilities and infrastructure, thereby providing a more comprehensive scope. This means that the study not only addresses the quality of academic services but also emphasizes the physical and managerial dimensions that directly influence the sustainability of pesantren services as a whole. The strength of this study lies in its unique focus on the role of the pesantren director, thereby complementing earlier works that predominantly highlighted the roles of *kyais* or principals. Moreover, its in-depth analysis of facility management strategies offers new insights into the importance of managerial aspects in improving pesantren quality. However, this research is limited by its qualitative nature and its focus on a single case study, which restricts the generalizability of the findings to other pesantren with different characteristics.

The implications of this study can be drawn into three main domains. First, academically, it enriches the literature on Islamic educational leadership by introducing a new perspective on the director's role. Second, practically, the findings may serve as a

Mutu Pendidikan Di Madrasah Tsanawiyah Ali Maksum Krapyak Yogyakarta" (Tesis, UIN Sunan Kalijaga Yogyakarta, 2005).

¹⁷ Achmad Mas'um Hajj, "Peran Kepala Madrasah Dalam Meningkatkan Mutu Layanan Akademik (Studi Kasus Di MA Al-Hasanah Tugurejo, Slahung Ponorogo)." (Tesis, Institu Agama Islam Negeri Ponorogo, 2017); Mihmidaty Ya' cub and Dewy Suwanti Ga' a, "Strategi Kepala Sekolah Dalam Meningkatkan Kualitas Pembelajaran Melalui Pengembangan Sarana Prasarana," *Munaddhomah: Jurnal Manajemen Pendidikan Islam* 2, no. 2 (September 2021): 60–69.

reference for other pesantren leaders in designing systematic strategies for planning, implementing, and evaluating facility management. Third, from a policy perspective, the study provides valuable input for the Ministry of Religious Affairs in formulating programs or regulations that strengthen the managerial capacity of pesantren directors in addressing the challenges of religious education management.

In the context of this article, the author focuses on Pondok Pesantren Karya Pembangunan (PKP) Al-Hidayah, Jambi Province. This pesantren is owned by the Jambi Provincial Government, based on the Governor's Decree No. 228 of 1983, with the noble aim of preparing Jambi's development cadres under the motto "Knowledgeable, Practicing, Pious, and Skilled." The choice of this institution as the object of study is based on the relatively limited number of studies examining pesantren directors' strategic policies in the domain of service quality improvement comprehensively. Although some studies highlight the leadership of *kiai* or pesantren management in general, there remains a lack of research specifically analyzing pesantren directors' strategic policies in the context of service quality improvement, especially focusing on the utilization and development of facilities and infrastructure as indicators of quality. The lack of such studies results in a limited understanding of how pesantren leaders strategically manage the physical aspects of their institutions to achieve service quality, even though facilities and infrastructure are tangible indicators that greatly influence students' learning perceptions and experiences.

Service quality in pesantren is a critical element in maintaining educational effectiveness and the development of students' lives. In the context of facilities and infrastructure, this quality specifically includes the availability, completeness, and condition of physical facilities such as dormitories, comfortable classrooms, laboratories, libraries, places of worship, and adequate recreational areas. All these aspects, ranging from a clean and

conducive learning environment to the availability of modern facilities, have an overall positive impact on the development of students, both academically and non-academically. Enhancing service quality through optimal provision of facilities and infrastructure not only focuses on academic achievement but is also essential in supporting the formation of students' morals, character, and practical skills, thus reflecting the leaders' commitment to providing a holistic learning experience.

Interestingly, pesantren function as dual institutions, also serving as dormitories that provide for students' entire living needs, from education to personal necessities. Consequently, pesantren leaders bear heavier responsibilities and demands compared to leaders of other schools.¹⁸ This research will analyze how the leader of PKP Al-Hidayah, who also serves as Chairman of Baznas Jambi Province for the 2020–2025 period (H. Hasan Basri Husen, S.H., M.A.P), formulates strategic policies to improve service quality in the pesantren. Specifically, this research will examine service quality at PKP Al-Hidayah with a primary focus on facilities and infrastructure. This is based on the rapid infrastructure development in the pesantren over the past three years. Unlike previous studies, which prioritized teacher development and curriculum until 2015,¹⁹ recent observations reveal significant growth in physical assets, such as the construction of a three-story female dormitory valued at 9.6 billion Rupiah with modern facilities, the Al-Hidayah Sport Center, and several other buildings and sports fields. The research gap lies in the absence of in-depth studies explicitly linking directors' strategic policies with the significant improvement in facilities and infrastructure. This phenomenon has not been extensively analyzed through the lens of comprehensive strategic management theories in pesantren

¹⁸ Asep Amaludin, "IMPLEMENTASI MANAJEMEN STRATEGIK DAN KEPEMIMPINAN KYAI DALAM PEMBENTUKAN KARAKTER SANTRI," *Al Imam: Jurnal Manajemen Dakwah* 3, no. 2 (November 2020): 35.

¹⁹ Firya Nabila, "Perkembangan Pondok Pesantren Al-Hidayah Provinsi Jambi Tahun 1983-2015" (Tesis, Universitas Jambi, 2021).

focusing on physical aspects. Therefore, this article seeks to fill this gap in the literature by deeply analyzing the strategic policies of the PKP Al-Hidayah in enhancing service quality through the development of facilities and infrastructure. Such service quality clearly represents the crucial role of the PKP Al-Hidayah director's strategic policies, H. Hasan Basri Husen, S.H., M.A.P. By applying strategic policy analysis, this research serves as an in-depth study of the decisions and actions taken by the director within the environment of PKP Al-Hidayah Jambi Province, aiming to understand how these policies affect the process of enhancing the pesantren's physical service quality.

METHODS

This study employed a qualitative descriptive approach to explore in depth the strategic policies the director of Islamic Boarding School of PKP Al-Hidayah Jambi Province in enhancing service quality, particularly related to facilities and infrastructure. The research site was purposively selected for its relevance, with the main subject being the director, supported by deputy directors, division heads, program coordinators, teachers, and students. The data consist of primary sources obtained through in-depth interviews and direct observation, as well as secondary sources such as institutional reports, archives, and the pesantren's profile documents.

Data collection techniques included limited participatory observation to assess the condition of facilities, semi-structured interviews with leaders and stakeholders, and documentation of internal records. The data were analyzed through the stages of reduction, display, and conclusion drawing, with verification ensured by triangulating sources and techniques. The research was conducted directly in the field while adhering to qualitative research ethics, including maintaining informant confidentiality, and following a systematic schedule from preparation and data collection to analysis.

RESULTS AND DISCUSSION

This research findings analysis discusses the planning, implementation, and evaluation of the strategic policies of the director of PKP Al-Hidayah Jambi Province in his efforts to improve the overall quality of pesantren services. The strategies implemented by the director show strong alignment with the strategic management model of J. David Hunger and Thomas L. Wheelen, which includes the dynamic interaction of environmental scanning, strategy formulation, strategy implementation, as well as evaluation and control. Based on the in-depth research conducted, the description of the director's strategies in enhancing service quality at PKP Al-Hidayah Jambi Province can be seen in the following discussion.

3.1. The Director's Strategic Planning in Enhancing Service Quality at Pondok Karya Pembangunan Al-Hidayah Jambi Province

Planning is the process of arranging steps to be taken in the future to achieve predetermined goals.²⁰ In this context, quality improvement is an obligation that cannot be compromised, and therefore, must be carefully planned. It is impossible to achieve quality improvement without proper planning, since planning functions as a roadmap that enables us to determine the most effective strategies, policies, and programs to achieve the set objectives. Without planning, efforts to improve quality would become sporadic, unfocused, and difficult to evaluate.

In the pesantren context, strategic planning enables pesantren leaders to identify and select greater opportunities to improve the quality of services, particularly facilities and infrastructure. This strategic planning process also tests the ability of pesantren leaders to conduct in-depth analysis of both internal environments (such as building conditions, availability of facilities,

²⁰ Kemas Imron Rosadi, "Determinasi Manajemen Pendidikan Islam: Sistem Pendidikan, Pengelolaan Pendidikan, Dan Tenaga Pendidikan," *Jurnal Manajemen Pendidikan dan Ilmu Sosial* 3, no. 1 (2022): 25–37.

and student needs) and external environments (such as cleanliness standards, technological development in facilities, and parents' expectations). Based on this analysis, they can formulate adaptive and proactive strategies in anticipating future possibilities, including routine maintenance, procurement of new facilities, or modernization of infrastructure to support teaching and learning activities as well as students' welfare. As a concrete example, the director of PKP Al-Hidayah has implemented stages of strategic planning to improve the quality of their facilities and services. The director of PKP Al-Hidayah began the strategic planning process with a careful and differentiated environmental analysis, covering both internal and external dimensions. This action confirms Hunger & Wheelen's argument that monitoring and analyzing both internal conditions (strengths and weaknesses) and external conditions (opportunities and threats) is essential for formulating effective strategies.²¹ This indicates that the director's understanding tends to be data- and context-based. To realize this plan, the director of PKP Al-Hidayah went through several important stages, including:

1. Internal Environmental Analysis

The internal review conducted by the director of PKP Al-Hidayah emphasized three dimensions.

- a. Strengths – The pesantren already possessed relatively strong facilities, such as classrooms, dormitories, and laboratories, which provide a physical foundation for quality enhancement.
- b. Weaknesses – Limitations were found in human resource commitment, particularly staff attendance and participation, as well as funding shortages. These challenges highlight the need for innovative financing models and collaborative initiatives.
- c. Holistic Potential – Facilities were positioned not merely as infrastructure but as enablers of student development. The

²¹ Umi Arifah, *Manajemen Strategis* (Kebumen: UNISNU Press, 2025).

provision of sports facilities and language laboratories (German and Mandarin) reflected a holistic educational vision that prepares students for global demands.

This shows that the director's approach was not limited to repairing weaknesses but strategically leveraged strengths, addressed weaknesses, and maximized institutional potential for sustainable advantage.

2. External Environmental Analysis

3. Externally, the pesantren integrated environmental dynamics into its planning process:

- a. Reputation – PKP Al-Hidayah's strong reputation in Jambi provided legitimacy for partnerships, attracting donors and building community trust.
- b. Strategic Location – Being in the urban center enabled efficient access to building materials, contractors, and technological innovation, thereby reducing logistical costs.
- c. Community Expectations – Parents' and society's demands became a feedback mechanism that ensured relevance and user-centered design of facilities. As Edward Sallis emphasizes, institutional success lies in aligning services with the needs of its stakeholders.²²

The director demonstrated a proactive orientation, transforming external factors into opportunities to accelerate and sustain facility development.

4. Strategic Formulation

Building upon this dual analysis, the director formulated six complementary strategies consistent with Hunger & Wheelen's theory of strategic management:²³

- a. The Establishment of Coordinators or Responsible Units
– Creating specific coordinators or units responsible for facilities and infrastructure management to ensure

²² Sallis et al., *Total quality management in education*.

²³ Arifah, *Manajemen Strategis*.

accountability, efficiency, and better coordination across departments

- b. Financial Diversification – Recognized as the “game changer,” addressing funding challenges and ensuring financial resilience for infrastructure projects.
- c. Collaboration and Partnerships – Expanding access to resources, expertise, and technology beyond the pesantren’s internal capacity.
- d. Preventive Maintenance – Establishing scheduled care of facilities to extend asset life, save long-term costs, and embed collective responsibility among students and staff. As Sondang P. Siagian notes, larger organizations require increasingly complex interaction between internal and external actors.²⁴
- e. Human Resource Development – Acknowledging that quality depends not only on buildings but also on the competence of those managing them. This aligns with Ahmad Fatah Yasin’s argument that human resources play a strategic role in institutional quality improvement.²⁵
- f. Long-term Master Plan – A 10–20 year blueprint to ensure systematic growth, efficiency, and sustainability.

5. Quality Policy

The strategic plan was operationalized through a formal quality policy that served as both a guideline and an accountability instrument. The policy set standards for cleanliness, safety, functionality, and scheduled maintenance, while complying with governmental regulations (Public Works consultants), given the pesantren’s provincial status. This is consistent with

²⁴ Sondang P Siagian, *Manajemen Strategik*. (Jakarta: PT Bumi Aksara, 2015), 1.

²⁵ Ahmad Fatah Yasin, *Pengembangan Sumber Daya Manusia Di Lembaga Pendidikan Islam* (UIN-Maliki Press, 2011), 67.

Siagian's definition of policy as a formal statement guiding organizational duties and responsibilities.²⁶ Similarly, Edward Sallis views quality policy as an institutional commitment to improvement.²⁷ Thus, PKP Al-Hidayah's quality policy ensured alignment between strategic vision and operational execution, embedding evaluation, continuous improvement, and stakeholder collaboration into facility management. The six strategies and the quality policy together illustrate the application of Total Quality Management (TQM) principles. The director emphasized continuous improvement, stakeholder involvement, process orientation, and sustainable resource management. Through this integrated and proactive approach, PKP Al-Hidayah established a sustainable model for managing facilities in Islamic education.

3.2. Implementation of the Director's Strategies for Service Quality Improvement at Pondok Karya Pembangunan Al-Hidayah, Jambi Province

The implementation of director's strategic planning at PKP Al-Hidayah was designed to ensure that the six formulated strategies were not only conceptual but also operationalized in daily practice. First of all the formation of a facilities management unit became a key managerial innovation. This body was tasked with overseeing facility planning, monitoring maintenance schedules, and ensuring accountability in resource use. The coordinator functioned as a bridge between strategic vision and operational execution, institutionalizing responsibility within the pesantren's governance system. This reflects Siagian's assertion that larger organizations require structured coordination mechanisms for effective implementation.

The financial diversification strategy was executed through concrete efforts to broaden funding sources. The director actively

²⁶ Siagian, *Manajemen Strategik*.

²⁷ Sallis et al., *Total quality management in education*.

sought collaborations with external partners, government agencies, and community stakeholders, thereby reducing dependence on a single financial stream. This approach created a more resilient financial model that enabled the pesantren to support large-scale infrastructure projects without jeopardizing long-term sustainability. This reflects the director's awareness that financial resilience is the cornerstone of facility development, consistent with Hunger & Wheelen's view that resource mobilization is central to strategic implementation.²⁸

The collaboration and partnership strategy was actualized through alliances with external stakeholders, including private donors, professional contractors, and local government. These partnerships provided access to additional expertise, resources, and technology that were not available internally. Such collaborations demonstrated an openness to external input and reinforced the pesantren's institutional legitimacy, which was strengthened by its positive reputation in Jambi. The strategy not only expanded resource availability but also created synergy in facility improvement projects.²⁹

The preventive maintenance strategy was implemented through structured and routine maintenance schedules for pesantren facilities. Rather than focusing solely on repair after damage occurred, the pesantren adopted a preventive approach, extending the lifespan of physical assets and ensuring their continuous functionality. Importantly, this program involved both staff and students, cultivating a sense of collective responsibility and shared ownership over the facilities. This aligns with Siagian's assertion that organizational sustainability depends on structured

²⁸ J. David Hunger and Thomas L. Wheelen, *Strategic Management* (Yogyakarta: Andi Offset, 2003), 17.

²⁹ Ranjay Gulati, "Alliances and Networks," *Strategic Management Journal* 19, no. 4 (1998): 293–317.

interaction between internal actors, where collective discipline is key to long-term effectiveness.³⁰

The human resource development strategy was operationalized through targeted training and empowerment programs. The director recognized that the sustainability of facilities relied not only on physical investments but also on the competence and awareness of the personnel responsible for managing them. Training initiatives equipped staff with technical and managerial skills, while empowerment programs instilled a sense of accountability. Involving students in maintenance activities further ensured that the pesantren's facilities were both well-maintained and educationally meaningful. This confirms Yasin's view that human resources occupy a strategic role in quality development within educational institutions.³¹

Finally, the master plan was translated into a 10–20 year development blueprint. Every renovation or construction project was implemented not as an ad-hoc activity but as part of this comprehensive roadmap. This ensured that physical development was systematic, efficient, and aligned with the broader vision of the pesantren. The master plan provided a strategic framework that prevented fragmented initiatives and created coherence between short-term actions and long-term objectives.

Overall, the implementation of these strategies illustrates an integrated, structured, and forward-looking approach. By combining financial resilience, external collaboration, preventive maintenance, human resource capacity, and long-term planning, PKP Al-Hidayah established an implementation model that is consistent with Total Quality Management (TQM) principles—

³⁰ Adolfo Crespo Marquez and Marco Macchi, *Value Based and Intelligent Asset Management Mastering the Asset Management Transformation in Industrial Plants and Infrastructures: Mastering the Asset Management Transformation in Industrial Plants and Infrastructures | Request PDF* (New York: Boca Raton: CRC Press, 2016), 28.

³¹ Gary S. Becker, *Human Capital: A Theoretical and Empirical Analysis with Special Reference to Education, First Edition* (Bureau: National Bureau of Economic Research, January 1964).

continuous improvement, process orientation, and stakeholder involvement.

3.3. Evaluation of the Director's Strategy in Enhancing Service Quality at Pondok Karya Pembangunan Al-Hidayah, Jambi Province

Strategy evaluation is an essential stage in the strategic management cycle, functioning as a control and feedback mechanism to assess the effectiveness and efficiency of implemented strategies. As Hunger and Wheelen emphasize, evaluation ensures that strategies remain aligned with organizational goals.³² At PKP Al-Hidayah Jambi, the director employed a multidimensional evaluation approach to measure the success of initiatives in enhancing service quality, particularly facilities and infrastructure (sarpras), and to support continuous improvement.

First, supervision of facility programs was conducted using a dual approach: direct observation (Management by Walking Around – MBWA) and analysis of accountability reports.³³ Direct observation allowed the director to capture real-time conditions and nuances often missing from formal reports, while program reports provided structured, quantitative data for accountability and efficiency. This combination ensured both qualitative depth and quantitative rigor.

Second, monthly evaluation meetings functioned as formal communication and control forums. Coordinators were required to present reports, while the director verified developments through direct oversight. This created a balance between output control (measurable reports) and behavior control (direct supervision), in line with Ouchi's organizational control theory.³⁴ The involvement

³² Hunger and Wheelen, *Strategic Management*.

³³ Thomas J. Peters and Robert H. Waterman, *In Search of Excellence: Lessons from America's Best-Run Companies* (New York: Harper & Row, 1982).

³⁴ William G. Ouchi, "A Conceptual Framework for the Design of Organizational Control Mechanisms," *Management Science* 25, no. 9 (1979): 833–848.

of teachers, staff, and even students highlighted a participatory management style, fostering ownership and transparency.

Third, regular audits and verification of physical facilities were carried out each semester using standardized checklists. This practice validated report data, assessed facility feasibility, and guided resource allocation decisions. As an operational audit, it ensured efficiency, effectiveness, and accountability while supporting predictive maintenance and risk management.

Analytically, the evaluation at PKP Al-Hidayah represents a systematic application of Total Quality Management (TQM) principles. Internal supervision reinforced process orientation, evaluation meetings ensured participatory governance, and audits provided data-driven decision-making. This cycle of monitoring, feedback, and adaptation transformed evaluation from a terminal stage into a mechanism for organizational learning and sustainable development.

In conclusion, the director's evaluation strategy at PKP Al-Hidayah combined supervision, participatory forums, and systematic audits to ensure accountability, identify improvement areas, and strengthen strategic adjustments. This comprehensive approach not only safeguarded the quality of facilities and infrastructure but also reinforced the pesantren's long-term commitment to excellence in education.

CONCLUSIONS

The analysis of service quality improvement strategies at Pondok Karya Pembangunan (PKP) Al-Hidayah in Jambi Province highlights several important conclusions about the director's role. The director's planning to enhance service quality at PKP Al-Hidayah began with several stages: (a) internal environment analysis to identify the strengths and weaknesses of the pesantren, (b) external environment analysis to recognize opportunities, (c) selection of strategies that are relevant and adaptive to the institution's conditions, and (d) formulation of quality policies as

operational guidelines. This process reflects a systematic and data-driven approach to designing the direction of service quality development. The implementation of the director's strategy focused on: (a) the establishment of coordinators or responsible units, (b) diversification of funding sources, (c) strengthening external collaboration, (d) management and maintenance of facilities, (e) capacity building of the involved human resources, and (f) the design of a comprehensive master plan. The evaluation carried out by the director represents a continuous cycle to ensure implementation effectiveness. The evaluation methods included: (a) supervision of facility programs through direct observation and analysis of accountability reports from coordinators, (b) regular evaluation meetings as strategic communication and managerial control forums, and (c) periodic audits and verification of physical facilities to validate data and support resource allocation decisions. Overall, the strategic planning, implementation, and evaluation conducted by the director demonstrate a comprehensive and integrated management cycle. This approach indicates not only a commitment to maintaining and enhancing facilities but also a proactive, adaptive, and sustainable leadership style. By combining systematic planning, collaborative and diversified implementation, and continuous evaluation, the director ensures that service quality improvement at PKP Al-Hidayah is not incidental but strategic, measurable, and sustainable—ultimately contributing to the pesantren's competitiveness and its holistic educational mission.

Although this study has provided a comprehensive overview of service quality improvement strategies at Pondok Karya Pembangunan (PKP) Al-Hidayah, several limitations need to be acknowledged. The research focuses on a single pesantren within the specific context of Jambi Province, so the findings may not fully represent the diversity of management practices in other pesantren with different scales, organizational cultures, or challenges. In addition, the study is primarily limited to managerial

analysis and does not explore in depth the linkage between service quality improvement strategies and the academic or non-academic achievements of students as indicators of implementation outcomes. Therefore, future studies are recommended to involve broader samples across various pesantren, adopt a comparative approach in different regions, and integrate both qualitative and quantitative methods to assess the effectiveness of strategies more objectively. By expanding the scope and employing a mixed approach, subsequent research can provide deeper insights and stronger generalizations regarding strategic management practices in enhancing service quality within Islamic boarding schools.

REFERENCES

- Afrianty, Dina, Robert Hefner, and Azyumardi Azra. "Pesantren and Madrasa: Muslim Schools and National Ideals in Indonesia." Princeton University Press, 2007.
- Amaludin, Asep. "IMPLEMENTASI MANAJEMEN STRATEGIK DAN KEPEMIMPINAN KYAI DALAM PEMBENTUKAN KARAKTER SANTRI." *Al Imam: Jurnal Manajemen Dakwah* 3, no. 2 (November 2020): 1– 15.
- Arifah, Umi. *Manajemen Strategis*. Kebumen: UNISNU Press, 2025.
- Badan Pusat Statistik. *Statistik Pendidikan Indonesia*. Jakarta: BPS, 2022.
- Becker, Gary S. *Human Capital: A Theoretical and Empirical Analysis with Special Reference to Education, First Edition*. Bureau: National Bureau of Economic Research, January 1964.
- Departemen Pendidikan dan Kebudayaan Republik Indonesia. *Kamus Besar Bahasa Indonesia*. Jakarta: Perum Balai Pustaka, 2011.
- Gulati, Ranjay. "Alliances and Networks." *Strategic Management Journal* 19, no. 4 (1998): 293– 317.
- Hajj, Achmad Mas'um. "Peran Kepala Madrasah Dalam Meningkatkan Mutu Layanan Akademik (Studi Kasus Di MA Al-Hasanah Tugurejo, Slahung Ponorogo)." Tesis, Institut Agama Islam Negeri Ponorogo, 2017.
- Hariadi, Ahmad. "Peranan Kepemimpinan Kepala Sekolah Dalam Meningkatkan Mutu Pendidikan Di Madrasah Tsanawiyah Ali Maksum Krapyak Yogyakarta." Tesis, UIN Sunan Kalijaga

- Yogyakarta, 2005.
- Hidayat, Mansur. "Model Komunikasi Kiai Dengan Santri Di Pesantren." *Jurnal Komunikasi ASPIKOM* 26 (2016): 387.
- Hunger, J. David, and Thomas L. Wheelen. *Strategic Management*. Yogyakarta: Andi Offset, 2003.
- Ikhsan, Muhammad. "Kepemimpinan Kyai Abdus Shomad Di Pondok Pesantren Nuris Antirogo." Tesis, Sekolah Tinggi Islam Negeri Jember, 2013.
- Kementerian Agama RI. *Kementerian Agama RI, EMIS 4.0: Gerbang Data Pendidikan Kementerian Agama*. Jakarta: Direktorat Jenderal Pendidikan Islam, 2023.
- Marquez, Adolfo Crespo, and Marco Macchi. *Value Based and Intelligent Asset Management Mastering the Asset Management Transformation in Industrial Plants and Infrastructures: Mastering the Asset Management Transformation in Industrial Plants and Infrastructures | Request PDF*. NewYork: Boca Raton: CRC Press, 2016.
- Masrur, Mohammad. "Figur Kyai Dan Pendidikan Karakter Di Pondok Pesantren." *Jurnal Ilmiah Pendidikan* 1, no. 2 (2017): 105.
- Mulyasa, Enco. *Menjadi kepala sekolah profesional: dalam konteks menyukkseskan MBS dan KBK*. Remaja Rosdakarya, 2003.
- Nabila, Firya. "Perkembangan Pondok Pesantren Al-Hidayah Provinsi Jambi Tahun 1983-2015". Tesis, Universitas Jambi, 2021.
- Ouchi, William G. "A Conceptual Framework for the Design of Organizational Control Mechanisms." *Management Science* 25, no. 9 (1979): 833-848.
- Peters, Thomas J., and Robert H. Waterman. *In Search of Excellence: Lessons from America's Best-Run Companies*. New York: Harper & Row, 1982.
- Rohiat. *Kecerdasan Emosional Kepemimpinan Kepala Sekolah | Perpustakaan Universitas Gresik*, n.d.
- Rosadi, Kemas Imron. "Determinasi Manajemen Pendidikan Islam: Sistem Pendidikan, Pengelolaan Pendidikan, Dan Tenaga Pendidikan." *Jurnal Manajemen Pendidikan dan Ilmu Sosial* 3, no. 1 (2022): 25-37.
- Rustam. "Strategi Kepemimpinan Kiai Dalam Membentuk Karakter Aswaja." *IQ (Ilmu Al-qur'an): Jurnal Pendidikan Islam* 3, no. 2

- (2020): 265–278.
- Sallis, Edward. *Total quality management in education: model, teknik, dan implementasinya*. Yogyakarta: IRCiSoD, 2015.
- Shodiq, Muhammad. "Pesantren Dan Perubahan Sosial." *Jurnal Sosial Agama* 1, no. 1 (2011): 209.
- Siagian, Sondang P. *Manajemen Strategik*. Jakarta: PT Bumi Aksara, 2015.
- Sopiyatin, Popi. *Manajemen Belajar Berbasis Kepuasan Siswa / Popi Sopiadin / UPT Perpustakaan IAIN Palangka Raya*. Bandung: Ghalia Indonesia, 2010.
- Ubaidillah. "Model Kepemimpinan K.H. Fakhurrozi Dalam Meningkatkan Mutu Pendidikan." Tesis, Sekolah Tinggi Islam Negeri Jember, 2012.
- Umar, Husein. *Strategic management in action: konsep, teori, dan teknik menganalisis manajemen strategis*. PT Gramedia Pustaka Utama, 2001.
- Wahyuddin, Wawan. "Kontribusi Pondok Pesantren Terhadap NKRI." *SAINTIFIKA ISLAMICA: Jurnal Kajian Keislaman* 3, no. 1 (2016): 21–42.
- Wahyudi, Agustinus Sri. *Manajemen Startegik: Pengantar Proses Berpikir Strategik*. Binarupa Aksara, 2014.
- Ya'cub, Mihmidaty, and Dewy Suwanti Ga'a. "Strategi Kepala Sekolah Dalam Meningkatkan Kualitas Pembelajaran Melalui Pengembangan Sarana Prasarana." *Munaddhomah: Jurnal Manajemen Pendidikan Islam* 2, no. 2 (September 2021): 60–69.
- Yasin, Ahmad Fatah. *Pengembangan Sumber Daya Manusia Di Lembaga Pendidikan Islam*. UIN-Maliki Press, 2011.