

Strategy for the Development of Islamic Educational Institutions at the Muhammadiyah Grobogan Institute of Business Technology

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Abstract

Islamic education institutions within Muhammadiyah Universities (PTM) play a strategic role in maintaining and developing Islamic values and the Muhammadiyah ideology within the academic environment. However, these institutions face various internal challenges, such as limited human resources and program innovation, as well as external challenges in the form of digital disruption, secularization of values, and changes in student characteristics. This study aims to examine the importance of strategic management in the development of Islamic education institutions in PTM using a descriptive qualitative approach. The results showed that the implementation of strategic management through the stages of strategy formulation, implementation, and evaluation can increase the effectiveness, relevance, and sustainability of the institution. Identification of strengths, weaknesses, opportunities, and threats (SWOT) and the use of the Balanced Scorecard approach are proven to help design policies and programs that are more measurable and impactful. This study recommends the need for visionary leadership, cross-unit collaboration, and strengthening Islamic values-based governance in realizing a superior and competitive institution amid the dynamics of higher education.

Keywords: Institutional Development, Islamic Education, Muhammadiyah Universities, Strategic Management.

Abstrak

Lembaga pendidikan Islam di Perguruan Tinggi Muhammadiyah (PTM) memiliki peran strategis dalam menjaga dan mengembangkan nilai-nilai Islam serta ideologi Muhammadiyah di lingkungan akademik. Namun, lembaga-lembaga ini menghadapi berbagai tantangan internal seperti keterbatasan sumber daya manusia dan inovasi program serta tantangan eksternal berupa disrupsi digital, sekularisasi nilai, dan perubahan karakteristik mahasiswa. Penelitian ini bertujuan untuk mengkaji pentingnya manajemen strategis dalam pengembangan lembaga pendidikan Islam di PTM dengan menggunakan pendekatan kualitatif deskriptif. Hasil kajian menunjukkan bahwa penerapan manajemen strategis melalui tahapan perumusan, implementasi, dan evaluasi strategi dapat meningkatkan efektivitas, relevansi dan keberlanjutan lembaga. Identifikasi terhadap kekuatan, kelemahan, peluang dan ancaman (SWOT) serta pemanfaatan pendekatan Balanced Scorecard terbukti membantu merancang kebijakan dan program yang lebih terukur dan berdampak. Studi ini merekomendasikan perlunya kepemimpinan visioner, kolaborasi lintas unit, serta penguatan tata kelola berbasis nilai-nilai Islam dalam mewujudkan lembaga yang unggul dan berdaya saing di tengah dinamika pendidikan tinggi.

Kata Kunci: Manajemen Strategis, Pendidikan Islam, Perguruan Tinggi Muhammadiyah, Pengembangan Kelembagaan.

A. Introduction

In the current era of globalization and digital disruption, universities are faced with great challenges in maintaining the relevance and existence of Islamic values in the midst of the modernization of education.¹ Muhammadiyah Universities (PTM), as modern Islamic-based higher education institutions, have a double responsibility. One side must keep up with the times; on the other hand, it must maintain its ideological identity and Islamic values that characterize it. In this context, Islamic educational institutions such as Muhammadiyah Universities play a strategic role as the front guard in fostering student character and strengthening Muhammadiyah ideology in the academic environment.

However, various dynamics show that the existence of Islamic education institutions in PTM is often not managed strategically. There are still many challenges in terms of management quality, limited program innovation, lack of human resource support, and weak integration between Islamic institutions and the academic system as a whole. External challenges such as secularization, moral crisis, and pragmatic orientation in higher education

¹ Siti Fitriana, "Higher education transformation in the era of disruption (impact and consequences of innovation)," *Proceedings of the National Postgraduate Seminar ...*, 2019, 811-17, <https://proceeding.unnes.ac.id/index.php/snpasca/article/view/375>.

increasingly demand the active role of Islamic institutions to come up with adaptive and visionary strategies.

Various previous studies have highlighted the pedagogical aspects of Islamic education in PTM, such as the Al-Islam Kemuhammadiyah (AIK) curriculum, the role of AIK lecturers, and the student character development model. However, studies that explicitly examine the development of Islamic education institutions from a strategic management perspective are still very limited. This research gap shows that there is an important scientific space to be filled, especially in the context of how institutional strategies can be formulated, implemented, and evaluated in a measurable manner so that Islamic education institutions do not only become formal symbols, but also become the driving force of change.

This article offers a new perspective by integrating a strategic management approach into the framework of developing Islamic education institutions in PTM. This approach not only includes analyzing the internal and external environment of the institution, but also touches on the formulation of vision, mission, strategy, resource management, to evaluation based on institutional performance indicators. Thus, the development of institutions is not only normative, but planned, structured, and relevant to the needs of the times.

The purpose of writing this article is to make theoretical and practical contributions to the development of Islamic educational institutions. Theoretically, this paper enriches the literature on strategy-based Islamic education management. While practically, this article presents strategic recommendations that can be used as guidelines by PTM leaders and Islamic higher education policy makers to strengthen the sustainability and competitiveness of Islamic institutions in a competitive and dynamic academic space.

B. Research Methods

This research employs a qualitative case study approach. The research was conducted at Institut Teknologi Bisnis Muhammadiyah Grobogan, or often known as ITB-MG. The campus has shown strategic innovation in institutional development. Data were collected through in-depth interviews with the Rector of ITB-MG to obtain data on management strategies. Participatory observation of institutional activities, academic policies, and strategic programs. Documentation studies included Vision-Mission, Statuta, Strategic Plan (Renstra) documents, annual reports, and relevant institutional academic publications. Data were analyzed using Miles and Huberman's interactive model, which consists of three stages: data reduction, data presentation, and conclusion drawing/verification.

The data obtained will be coded and categorized based on strategic themes such as institutional vision, governance, human resource development, and Islamic values in institutional strategy. To ensure data validity, researchers used source and method triangulation techniques, member checks, and an audit trail. Triangulation was done by comparing data from various informants and techniques. A member check was done by asking for confirmation from respondents regarding the temporary findings. An audit trail was applied to document the entire analysis process transparently.

C. Results and Discussion

The Urgency of Strategic Management

Strategic management is a process that includes the formulation, implementation, and evaluation of cross-functional decisions that enable an organization to achieve its long-term goals.² According to Fred R. David, strategic management is the art and science of formulating, implementing, and evaluating strategic decisions aimed at achieving organizational success.³ Strategic management is a systematic approach that organizations use to respond effectively to environmental change through the formulation, implementation, and evaluation of long-term strategies. In the classic strategic management literature, as proposed by Fred R. David, the main components of strategic management include three important stages: strategy formulation, strategy implementation, and strategy evaluation. These three components are interrelated and form a continuous cycle in the process of managing institutions.⁴

In the context of higher education, strategic management is not only a technical framework for managing institutions but also an important approach in anticipating the dynamics of globalization, digitalization, and changes in social values that fundamentally affect the direction of Islamic education. Strategic management ensures that the direction of institutional development remains relevant and in line with changes in the internal and external environment.

Islamic education in higher education experiences strong pressure due to the flow of modernity that prioritizes rationality, efficiency, and pragmatism.⁵ This poses serious challenges in keeping Islamic spiritual, moral, and ethical values alive and relevant in an increasingly secular academic environment. This is where the urgency of strategic management is needed, namely to ensure that Islamic institutions have directions, goals, and long-term strategies that are in line with the dynamics of the times while not losing their ideological identity.

The strategic management theory developed by Wheelen and Hunger emphasizes three main stages: environmental scanning, strategy formulation, and strategy implementation and evaluation.⁶ These three stages can be adapted in the management of Islamic educational institutions to respond to issues such as campus secularization, ideological challenges, and the lack of integration between general science and Islamic values.

The Balanced Scorecard approach, developed by Robert S. Kaplan and David P. Norton in the 1990s, is also one of the strategic management instruments suitable for Islamic

² Paroli, *Strategic Management* (Garut: CV. Aksara Global Akademia, 2023).

³ Haris Munandar, "Strategic Management Based on the Concept of Fred R. David," accessed July 4, 2025, <https://harismunandar.com/manajemen-strategis-berdasarkan-konsep-fred-r-david/>.

⁴ Fred David, *Strategic Management* (Jakarta: PT Index Gramedia Group, 2014).

⁵ Tamsin Yoioa, "Islamic Education and the Challenge of Modernity," *Foramadiahi: Journal of Education and Islamic Studies* 12, no. 1 (2020): 24, <https://doi.org/10.46339/foramadiahi.v12i1.233>.

⁶ David J. Hunger Wheelen and Thomas L., *Strategic Management*, ed. by Julianto Agung (Yogyakarta: Andi, 2005).

educational institutions.⁷ Balanced Scorecard is used to translate the vision and strategy of the organization into a series of operational objectives that are measurable and balanced through four main perspectives, namely:

1. Financial Perspective, which measures the organization's financial performance to determine whether the strategies implemented contribute to increasing value.
2. Customer Perspective, which evaluates how the organization is viewed by external stakeholders, such as students, parents, and partners.
3. Internal Business Process Perspective, which assesses how well the internal processes are running to produce superior and valuable services.
4. The Learning and Growth perspective focuses on improving the capacity of human resources, technology, and organizational culture to support innovation and continuous improvement.

With this approach, BSC not only assesses organizational success from a financial point of view but also considers non-financial aspects that are strategic and support long-term performance. In the context of educational institutions, including Islamic Education Institutions in Muhammadiyah Universities, the Balanced Scorecard is very relevant to measure the extent to which the integration between Islamic values and managerial achievements can be implemented harmoniously and measurably.

Strategic leadership is an element that determines the success of strategic management in Islamic education institutions.⁸ A strategic leader can think ahead, read the challenges of the times, and invite the whole team to move in one direction of change. In an institution like PTM, the leader not only plays an administrative role but also must be a role model and ideological driver in the academic realm.

Social dynamics such as changes in the character of Generation Z students, advances in information technology, and value pluralism raise new needs in the approach to Islamic education. Students today need not only a normative understanding of Islamic texts, but also a contextual, applicative, and experience-based approach. Therefore, Islamic education institutions need to develop innovative and relevant strategies, and this can only be done through careful strategic planning.

Thus, strategic management is not only a technical tool in institutional planning, but also an ideological and operational foundation to face changing times without losing the roots of Islamic values. Its importance lies in its ability to align the strategic direction of the institution with the needs of the times and the demands of civilization. In the context of PTM, strategic management is a necessity to realize a relevant, visionary, and progressive Islamic education institution.

⁷ Aisyah Azza Salsabila and Freda Zerlina, "Balance Scorecard: A new challenge in balanced scorecard corporate strategy execution," *ResearchGate*, no. July (2021): 1-16.

⁸ Muhammad Kautsar and Siti Julaiha, "Strategic Management Steps in Islamic Education Institutions," *Journal of Instructional and Development Researches* 3, no. 1 (2023): 24–28, <https://doi.org/10.53621/jider.v3i1.203>.

Main Components of Strategic Management.

The stages in strategic management begin with formulating a strategy. Strategy formulation is the process of choosing the main pattern of action to realize the organization's vision. Strategy formulation is based on achieving the vision and mission, identifying external opportunities and threats, identifying internal strengths and weaknesses of the organization, setting long-term goals, and determining alternative strategies to achieve goals.⁹ Vision and mission are the main basis for formulating strategies to achieve the desired goals in an organization. Institut Teknologi Bisnis Muhammadiyah Grobogan has developed a vision and mission, formulating the direction and goals of the institution that are in line with Islamic values, Muhammadiyah ideology, and the actual needs of the campus community. This process, ITB-MG, has involved mapping the campus environment and the Muhammadiyah Regional Leadership, and externally with the Grobogan Regional Government thoroughly, so that the formulated strategy can answer the challenges of the times contextually.

ITB-MG in the strategy formulation stage also makes long-term goals of the institution in the form of RIP (Development Master Plan), namely the ITB-MG strategic program for 20 years (2022-2042). ITB-MG has also developed a Strategic Plan (Renstra) for 2022-2027. This goal is clearly stated, delivered, and communicated in the BPH (Daily Executive Board) forum, stakeholders, senate, and academic community. This program adapts the Three Pillars of Higher Education applied in ITB-MG as stated by the Rector of ITB-MG, Ir. H. Jati Purnomo, M.Si, in an interview on Monday, July 30, 2025.

"ITB-MG not only implements the Tri Dharma of Higher Education, but also the Chess Dharma. One of them is Al-Islam and Kemuhammadiyahan."

The next step in the strategy formulation stage is to analyze and select certain strategies to achieve the goals. The analysis of the choice of strategy assumptions is a further analysis of the information that has been developed in the previous stages. This information is indispensable in determining the summary of activities that must be carried out and must be oriented towards the mission of the organization in an effort to achieve the vision and goals.

Furthermore, the strategy implementation component is the most crucial stage because it determines the extent to which the strategy that has been designed can be implemented in reality. Implementation is an effort to realize a formulation into reality through various guidance and motivation for implementers of activities.¹⁰ The steps taken in the strategy implementation stage, as stated by David that in implementing the strategy, there must be annual goals, policies, motivation, and allocation of resources.¹¹

At ITB-MG, strategy implementation is outlined in the Annual Operational Plan document from 2022 to 2024. The activities are in the form of lecturer training, Al-Islam

⁹ Tedjo Tripomo Udan, *Strategic Management* (Bandung: Rekayasa Sains, 2005).

¹⁰ Prim Masrokan Mutohar, *School Quality Management: Strategies for Improving the Quality and Competitiveness of Islamic Education Institutions* (Yogyakarta: Ar-Ruzz Media, 2014).

¹¹ Rowe, *Strategic Management, A Methodological Approach* (New York: Addison Wesley Publishing, 1990).

and Kemuhammadiyah curriculum innovation, collaboration between units, and strengthening the Islamic campus atmosphere. Training that has been carried out includes coding training for lecturers, PEKERTI training, and training in the use of AI in learning. In addition, lecturers are supported in doctoral studies for lecturer career paths (interview with Hadi Tanuji, ITB-MG lecturer).

One important aspect of strategy implementation is active stakeholder involvement. In the world of Islamic higher education, the success of strategy implementation is largely determined by the participation of campus leaders, lecturers, students, and even alumni. Without extensive involvement, even a good strategy will be difficult to realize optimally. The stakeholders in ITB-MG are as follows:

1. ITB-MG is led by a Rector who has the main role in making strategic decisions.
2. Assembly of Diktilitbang PP Muhammadiyah as the authority of Muhammadiyah's higher education policy. This assembly plays a role in directing, fostering, and evaluating all PTMs. They become ideological and normative stakeholders who ensure that all academic and institutional processes are in accordance with Islamic values and the Muhammadiyah tajdid movement.
3. Lecturers, especially those who teach AIK courses, are the main agents of internalizing Islamic values on campus. They not only teach but also foster and become role models in the implementation of Islamic values in academic life. Education personnel are also part of the support system that must understand and support an Islamic work culture.
4. Students are the main recipients of educational services and at the same time the subjects of change. They play a role in the success of Islamic and AIK programs, both as participants and as partners in campus da'wah activities, student organizations, and Islamic value-based social activities.
5. Community and External Partners
6. This partnership is important in expanding the impact of campus service and strengthening Islamic values in the community. The results of an interview with the Rector of ITB, Ir. Jati Purnomo stated that ITB-MG is planning to collaborate with the Grobogan Regional Government in the implementation of the Tri Dharma of Higher Education.

The third component is strategy evaluation, which functions as a monitoring and control mechanism for the entire process that has been carried out. Strategy evaluation is a process of monitoring the assessment of performance results that have been carried out. Suchman, quoted by Arikunto, defines evaluation as a process for determining the results of several activities that have been planned to support the achievement of its goals.¹² Evaluation includes assessing program effectiveness, achieving performance indicators, and identifying obstacles and opportunities for improvement. A good evaluation should be periodic, structured, and data-based. At ITB-MG, evaluation is carried out through monitoring the attendance and quality of lecturers' teaching, tracking the results of student development,

¹² Suharsimi Arikunto, *Organization and Administration of Education, Technology, and Vocational* (Yogyakarta: Raja Grafindo Persada, 2004).

and feedback from the academic community. In addition, regular meetings of leaders, lecturers, and units are held every week to evaluate the program after the review. Incidental meetings are held if there are matters that require a meeting.

In addition to these three main components, some literature adds strategic communication and organizational culture as important supporting elements in strategic management. Effective communication ensures that all members of the institution understand the common goals, while a healthy organizational culture supports the process of internalizing values and the spirit of togetherness in carrying out strategies. In ITB-MG, the religious culture is strong, and the Rector conducts the Al-Quran Study activity every Friday. These activities can become social capital in driving the strategic agenda.

Institutional Profile and Management Pattern of ITB Muhammadiyah Grobogan

Muhammadiyah Universities are Muhammadiyah business charities in the field of higher education that are imbued and based on AIK values at the philosophical, ideological, and practical-applicative levels and become one of the forces for the continuity and sustainability of Muhammadiyah in achieving its goals as a da'wah and tajdid movement that crosses the ages. Institut Teknologi dan Bisnis Muhammadiyah Grobogan, often abbreviated as ITB-MG, is a business and charity initiative of Muhammadiyah in Grobogan Regency, aiming to create a superior, dignified, technosociopreneur-minded campus that contributes to the nation's progress. ITB-MG was officially established in 2022 and received Good Accreditation from BAN-PT in 2023. ITB-MG develops the Chess Dharma of Higher Education, namely Education, Research, Community Service, and Al-Islam and Kemuhammadiyahan (AIK). AIK exists at all levels of education, providing enlightenment on Islam and the commitment of the Muhammadiyah movement that is progressing and developing the quality of entrepreneurship, governance, including financial governance, integrated and standard regulations, utilization of information technology, quality assurance, and various other aspects.

ITB-MG's vision is the realization of an advanced and noble technosociopreneur university.

Mission:

1. Organizing education and learning that has the advantage of innovation and entrepreneurial spirit based on Islamic values.
2. Organizing technology-based research and publications.
3. Organizing innovative and technology-based community service.
4. Organizing technology-based training, education, and Islamic entrepreneurship.

ITB-MG is led by a Rector who is assisted by 2 Vice Rectors, namely Vice Rector 1 and Vice Rector 2. Vice Rector 1 is in charge of academics, cooperation, student affairs, and alumni. Vice Rector 2 is in charge of finance, facilities and infrastructure, human resource development, and Al-Islam and Muhammadiyah.

ITB-MG has 3 study programs, namely the Data Science Study Program, the Digital Business Study Program, and the Retail Management Study Program. The ratio of students and lecturers is as follows:

Table 1. Ratio of Lecturers and Students

No	Study Program	Number of Lecturers	Number of Students
1.	Data Science	7	22
2.	Digital Business	5	40
3.	Retail Management	6	21

Source: *ITB-MG Research Institute*

In terms of management patterns, ITB-MG refers to the principles of modern education management but remains rooted in Islamic values and Muhammadiyah ideology. The planning process is carried out by preparing a Work Plan and Budget by the vision and mission and Muhammadiyah policies, and the RAB is approved by PP Muhammadiyah. ITB-MG's budget comes from students, waqf, and the Muhammadiyah Association. The local government provides support in the waqf and research fields. Financial reporting is submitted to the Daily Executive Board (BPH) because ITB-MG is directly accountable to PP Muhammadiyah.

Program implementation is done collaboratively with student organizations. The leadership applied is collegial collective leadership. All are involved in decision-making, starting from BPH, leaders, and lecturers.

Overall, the profile and pattern of management of Islamic educational institutions in ITB-MG show the importance of planned governance, based on ideological vision and quality orientation. The success of Muhammadiyah Higher Education management is not only measured by how often AIK activities are held, but more by the extent to which Islamic values are internalized in campus culture and the behavior of the academic community. In this context, the application of comprehensive and visionary strategic management is the key to developing Islamic education institutions as centers of value transformation and scientific integration in Muhammadiyah Universities.

Identification of Strategic Challenges and Opportunities in Institutional Development

The development of Islamic education institutions in Muhammadiyah Universities (PTM) cannot be separated from various complex internal and external challenges. These challenges need to be identified systematically so that institutions can formulate responsive and adaptive strategies. In the framework of strategic management, the identification of challenges and opportunities is the first step in formulating the long-term policy direction of Islamic institutions.

One of the main challenges is the lack of integration of Islamic values in campus academic life as a whole. Although formally there are Al-Islam and Kemuhammadiyahan (AIK) courses, these values often have not become the spirit in the learning process, research, and community service. This indicates a gap between formal programs and the transformation of substantive values in academic culture.

In addition, the quality of human resources (HR) in Islamic educational institutions, especially universities, is also a strategic issue. Not all lecturers have a strong scientific

background in Islamic studies or pedagogical skills that match the characteristics of millennial students. The lack of continuous training, low incentives affect this condition.

From the managerial side, challenges arise in the aspects of program planning and the sustainability of activities. Many programs are routine and ceremonial without evaluation based on the real needs of students and the campus community. The lack of measurable data and performance indicators also makes it difficult for PTM to prove its contribution to overall institutional achievements.

External challenges are no less important. Universities are currently in the vortex of secularization of values, commercialization of education, and digital disruption that changes the way we learn, think, and interact. Students are faced with various currents of thought and pragmatic lifestyles that often contradict Islamic principles. This requires PTM to take a more contextual and communicative approach to da'wah.

Advances in digital technology also open up new opportunities for the development of more interesting and interactive AIK programs. Institutions can utilize e-learning platforms, social media da'wah, podcasts, and mobile applications to convey Islamic values creatively. This innovation not only expands the reach of campus da'wah but also creates space for cross-disciplinary collaboration.

Another opportunity is the structural support from the Muhammadiyah Association and the Diktilitbang Assembly, which increasingly encourages the strengthening of ideology and the integration of AIK in the Muhammadiyah higher education system. This policy can be a momentum to revitalize the role of PTM, strengthen internal regulations, increase budget allocations, and provide more competent human resources.

In addition, the development of national and international cooperation networks in the field of Islamic education is also a great opportunity. Islamic education institutions can establish partnerships with research institutions, modern pesantren, zakat institutions, and foreign Islamic campuses to enrich scientific perspectives and strengthen institutional capacity.

By understanding the challenges and opportunities thoroughly, Islamic education institutions in PTM have a strong foundation to develop strategies that are oriented towards sustainability, innovation, and relevance. This process requires visionary leadership, strong institutional commitment, and cross-unit collaboration in realizing an academically superior and ideologically strong Muhammadiyah campus. Identification of challenges and opportunities is not only an initial process in strategic management, but the main foundation for realizing real and measurable institutional transformation.

D. Conclusion

Strategic management is an important and urgent approach in the development of Islamic education institutions within Muhammadiyah Universities. In facing the changing dynamics of higher education, Islamic institutions can no longer be managed conventionally and administratively alone. A planned, adaptive, and long-term oriented strategy is needed so that Islamic values and Muhammadiyah ideology can remain alive, develop, and make a real contribution in shaping the character and academic culture of the campus.

The application of strategic management through the stages of strategy formulation, implementation, and evaluation allows institutions such as PTM to formulate development directions by addressing existing challenges and opportunities. Identification of internal and external factors, strengthening strategic leadership, and utilizing information technology are crucial aspects in building institutions that are professional, credible, and relevant to the needs of the times.

Challenges such as secularization of values, low participation of the academic community in Islamic programs, and limited human resources must be answered with strategies based on analysis and continuous renewal. Meanwhile, opportunities in the form of increasing spiritual awareness of the younger generation, structural support from the Muhammadiyah Association, and the opening of national and international collaborative networks must be optimally utilized as part of the institutional strengthening agenda.

Therefore, the development of Islamic education institutions in PTM must be directed towards institutional transformation that is not only symbolic, but also strategic and substantial. Through the application of strategic management, this institution is expected to become a center for the development of modern Islamic values, knowledge, and civilization that is progressive by the great vision of Muhammadiyah and the needs of contemporary society.

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