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Strategic Planning of Foundation Chairman in Improving Educational Service Quality at Islamic Boarding Schools

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Abstract : *This study aims to analyze the role of foundation chairman's planning in improving educational service quality at Islamic boarding schools Mambaul Khairat. The research uses a qualitative approach with case study design. Data were collected through in-depth interviews, direct observation, and document study at several Islamic boarding school foundations. Data analysis was conducted through data condensation, data display, and conclusion drawing/verification according to Miles & Huberman. The results show that foundation chairman's planning includes four main stages: (1) planning by involving stakeholders in formulating vision, mission, and school objectives; (2) organizing with clear organizational structure and proportional task division; (3) actuating through effective communication and staff motivation; and (4) controlling with routine monitoring and periodic evaluation. The foundation chairman plays a strategic role as policy maker, coordinator, and external liaison. Participative-strategic leadership is a key factor in achieving financial independence and improving Islamic boarding school educational quality.*

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Introduction

Islamic boarding schools (*pesantren*) are among the oldest Islamic educational institutions in Indonesia and have played an important role in religious education, community development, and the preservation of local social and cultural values. Beyond providing religious instruction, pesantren contribute to the development of students' moral character and social awareness. However, changes in educational demands, institutional expectations, and the broader social environment require pesantren to continuously improve their organizational systems and educational services. This transformation requires not only the preservation of their religious traditions but also the adoption of more systematic, accountable, and professional management practices.

Traditionally, pesantren leadership has been closely associated with the *kyai*, whose religious authority, knowledge, and charisma influence institutional decision-making. In many traditional pesantren, leadership and operational responsibilities are concentrated around the *kyai*, resulting in a predominantly personal leadership structure. Nevertheless, the development of pesantren foundations

has expanded the responsibilities of institutional governance beyond the individual leadership of the *kyai*. Foundation administrators, including the foundation chairperson, are increasingly involved in establishing institutional policies, coordinating organizational units, managing educational resources, and ensuring the continuity of educational programs. This development highlights the importance of integrating the traditional values of pesantren with modern management principles to strengthen institutional effectiveness and accountability.

Strategic planning is a fundamental management function because it provides direction for organizational activities, establishes priorities, and guides the allocation of resources toward institutional objectives. In Islamic educational institutions, effective planning involves formulating a clear vision and mission, identifying institutional needs, determining program priorities, and coordinating available resources. Arifudin et al. (2021) emphasize the importance of planning as a fundamental component of Islamic education management. In the context of pesantren, planning also needs to consider the availability of educational financing and the capacity of the institution to manage its resources sustainably. Shunhaji (2020), for example, discusses the importance of financing management in pesantren education, while Azizah (2016) and Fathony et al. (2021) examine the development and management of pesantren business units. These studies indicate that institutional development is closely connected to management capacity and the effective utilization of organizational resources.

In this study, educational service quality is understood in the context of the institution's capacity to organize and deliver educational services in accordance with the needs and objectives of the pesantren. It is reflected in several operational aspects, including the administration of educational activities, the availability and utilization of learning facilities, the management and implementation of educational programs, and the institution's responsiveness to the needs of students, teachers, and other stakeholders. These aspects require coordinated planning because weaknesses in resource allocation, organizational responsibilities, or program supervision may disrupt the delivery of educational services. Accordingly, the foundation chairperson's strategic planning role is relevant not only to organizational administration but also to the institutional conditions that support consistent and sustainable educational services.

The relationship between strategic planning and educational service quality is also closely associated with institutional governance and financial management. Educational programs require adequate funding, transparent budgeting procedures, appropriate resource allocation, and mechanisms for monitoring financial use. The involvement of foundation administrators in preparing and evaluating budgets can help ensure that educational resources are allocated according to institutional priorities. Furthermore, financial accountability is important for maintaining stakeholder trust and supporting the long-term sustainability of pesantren. The development of foundation-owned business units, donations, endowments, student contributions, and government assistance may diversify institutional funding sources. However, these resources require professional management and effective supervision to ensure that financial activities contribute to educational objectives rather than operate separately from the institution's core mission. Thus, strategic planning, institutional governance, and financial accountability are interconnected elements in sustaining Islamic educational institutions.

Previous studies have examined several aspects of pesantren management, including educational financing, business development, entrepreneurship, and leadership. Shunhaji (2020) focuses on educational financing management, while Azizah (2016) and Fathony et al. (2021) discuss the management and development of pesantren business units. Other studies, including Aziz (2020) and Hasan (2022), address entrepreneurship development and the leadership behavior of *kyai* in pesantren. These studies provide valuable insights into institutional and economic development. Nevertheless, their primary discussions do not comprehensively explain how the chairperson of a pesantren foundation integrates strategic planning, organizational coordination, program implementation, and supervision to support the quality of educational services. In particular, the relationship between foundation-level governance, educational financing, financial accountability, and the sustainability of educational programs requires further examination.

Based on this gap, the present study examines the strategic planning role of the foundation chairperson at the Mambaul Khairat Islamic Boarding School. Its novelty lies in examining the foundation chairperson's role through four management functions: planning, organizing, actuating, and controlling, while also analyzing the chairperson's responsibilities as a policy maker, organizational

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coordinator, and liaison with external stakeholders. The study further considers how educational financing arrangements, resource allocation, and the development of funding sources support institutional sustainability and the provision of educational services. Using a qualitative case study approach, this research contributes to the discussion of Islamic institutional governance and the management of educational resources. It is also relevant to the scope of *Al Urwah: Sharia Economics Journal* because it connects the governance of Islamic educational institutions with financing management, financial accountability, and the sustainability of institutions operating within the Islamic economic and social environment.

Accordingly, this study aims to: (1) examine the strategic planning process undertaken by the foundation chairperson in managing educational services at the Mambaul Khairat Islamic Boarding School; (2) analyze the implementation of the management functions of planning, organizing, actuating, and controlling; and (3) identify the strategic role of the foundation chairperson in developing educational services through institutional policies, organizational coordination, and cooperation with external stakeholders.

Research methods

This research uses a qualitative approach with a case study. This approach was chosen based on the research objective, which focused on gaining an in-depth understanding of the foundation head's planning role in educational services at the Mambaul Khairat Islamic boarding school.

Research Location and Subjects

The research was conducted at the Mambaul Khairat Islamic boarding school, which implements modern management. The primary subject was the foundation's chairman, while supporting informants included the head of finance, treasurer, daily administrators, principal, and teachers.

Data collection technique

Data is collected through three main techniques:

1. **In-depth interview**with the foundation chairman and managers to gather information regarding the planning process, leadership style, and development strategies
2. **Direct observation**Islamic boarding school education service management activities to understand the dynamics that occur empirically
3. **Documentation study**through review of business reports, foundation archives, Decrees, administrative documents, and budget plans

Data analysis

Data analysis using the interactive model of Miles, Huberman, and Saldana which consists of three main stages:

1. **Data condensation**: the process of selecting, focusing, and simplifying data
2. **Data presentation**: organization of information in the form of a structured narrative
3. **Drawing and verifying conclusions**: taking meaning from the data presented

Data Validity Test

Data validity is maintained through:

1. **Source triangulation**: comparing interview results from various informants
2. **Engineering triangulation**: comparing data from interviews, observations, and documentation
3. **Peer debriefing**: discussions with fellow researchers to test the consistency of findings

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Results and Discussion

A. Planning Process of the Foundation Chair in Educational Services

1. Planning Stage

The implementation of Islamic boarding school-based Islamic education management by the boarding school leadership involves four stages: planning, organizing, actuating, and controlling. In the planning stage, the foundation head carries out the following:

Planning Components	Activity Description
Adoption of modern management concepts	Adopting modern school management concepts into Islamic boarding schools
Stakeholder involvement	Involve all stakeholders in planning the concept of the direction in which the school will be developed.
Understanding the vision and mission	Understanding the school's vision, mission and goals to all administrators
Leadership values	Understanding the leadership values possessed by the principal
Symbols and mottos	Understanding the school symbols and motto of the Islamic boarding school

In the context of the Ganra Islamic Boarding School, the planning process is carried out systematically through identifying business potential, conducting a SWOT analysis, and consulting with experts. The results of this analysis are then used as the basis for setting goals and developing a work program, which is formulated in a foundation management meeting.

Educational financing planning is prepared by lower-level administrators and then continued by central administrators (bottom-up planning). Budget plans are prepared based on a priority scale to ensure effective and efficient budgeting.

The results of this study support Nurhayati's findings, which assert that thorough planning, particularly through the involvement of Islamic boarding school administrators, plays a crucial role in the successful development of Islamic boarding school-based businesses. Unlike Setiawan's research, which emphasized the dominant role of the kiai (Islamic cleric) in planning, in several modern Islamic boarding schools, the planning process is conducted collectively through foundation deliberations. This suggests a more participatory and democratic leadership model in decision-making.

2. Organizing Stage

In the Organizing Stage, the activities carried out include:

Organizing Aspects	Implementation
Grouping of work units	Professional organization by grouping work units
Job breakdown	Details of all work that stakeholders must carry out to achieve school goals.
Division of workload	Distributing the workload of the members of the organization as a whole to make it a relevant activity
Integrated coordination	Coordinating the work of teachers, administration, employees and other parties into an integrated and harmonious unit

Organization is carried out entirely by the foundation's chairman, in this case the kiai, through the foundation's finance department. Organizational activities include assigning positions, assigning authority, and allocating tasks.

Based on research at the Thawalib Islamic Boarding School in Padang, the organization has a clear organizational structure, starting from the foundation and its staff, the Islamic boarding school leadership and its staff, the school and its teaching and educational staff, and the school committee. The organizational structure, which is structured proportionally based on the needs of each business unit, helps facilitate coordination and communication, and strengthens the accountability of business managers.

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3. Actuating Stage (Implementation)
In the Actuating Stage, the chairman of the foundation carries out:

Actuating Activities	Implementation
Effective communication	Creating effective communication in the Islamic boarding school environment
Vision-mission commitment	Commitment to implementing the articulation, vision, mission and values of the Islamic boarding school
Staff motivation	Motivate all staff and create a conducive environment
Eliminate resistance	Eliminating resistance to change
Dynamic attitude	Be dynamic in implementing various educational programs

Actuating is the implementation phase of a previously developed plan, where leaders provide direction, guidance, and motivation so that all members of the organization can carry out their duties effectively. The essence of actuating is a leadership function that emphasizes efficiency, good communication, and clarity of roles and responsibilities.

4. Controlling Stage (Supervision)
In the Controlling (Supervision) Stage, the activities carried out include:

Supervision Components	Implementation
Standard setting	Determination of implementation standards
Activity measurement	Determination of measurement of activity implementation
Real measurement	Measurement of the implementation of real activities
Comparison with standard	Comparison of activity implementation with standards and analysis of deviations
Corrective action	Taking corrective action, if necessary

Financial oversight is conducted before distribution (feedforward control) and after distribution (feedback control). In the context of the Ganra Islamic Boarding School, the oversight mechanism for business units is carried out through routine monthly monitoring. Each business unit is required to submit progress reports to the foundation's management.
Controlling is carried out periodically with the aim not to find errors/deficiencies but for the sake of future good.

Strategic Role of the Foundation Chair
Research conducted at the Ganra Islamic Education Foundation shows that the leadership of the foundation's chairman has an important role in developing educational services to achieve improved quality of education for its students.
1. Chairman of the Foundation as Policy Maker
In the context of Islamic boarding school management, the foundation head is responsible for making strategic policies concerning the continuity of education. This policy-making role is realized through the issuance of a Decree (SK) that details the main duties, work patterns, those responsible, and accountability mechanisms.
The financing system policies at Islamic boarding schools are designed by the boarding school leadership, which consists of the foundation head, vice-head, and treasurer. This decree serves not only as an administrative guideline but also as an internal legal basis, providing operational certainty and promoting accountability.
2. Chairman of the Foundation as Coordinator
In developing educational services, the coordinator's role is crucial in bridging strategic policies with operational implementation. The Foundation Chairperson plays this strategic role by providing

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direction and guidance, and ensuring synergy between the various units managed by the Islamic boarding school.

The coordination mechanism is implemented through the delegation of authority to those responsible for each unit. These individuals develop work plans and then coordinate them with the division heads and the Foundation Chair to obtain strategic direction. This delegation enhances accountability and management effectiveness.

The head of finance has an important role in the progress of education financing at the foundation.

3. The Head of the Foundation as a Liaison with External Parties

The foundation head plays a crucial role as a mediator and negotiator between the Islamic boarding school and external parties, including the government and other relevant institutions. This role includes establishing partnerships with the Ministry of Religious Affairs, village governments, district governments, and related agencies.

Through these external networks, Islamic boarding schools receive support in the form of capital, facilities, and workshops that benefit the development of educational services. Thus, the foundation head serves not only as an internal manager but also as a strategic bridge to expand access and opportunities for Islamic boarding schools.

Sources of Financing for Islamic Boarding School Education

Education financing is carried out by the foundation through several funding sources, namely:

1. **Students**(tuition fees and initial fees)
2. **Government**(school operational assistance)
3. **Foundation-owned business**(livestock, agriculture, Santri Mart, etc.)
4. **Public**(donations and endowments)

Furthermore, education funds are managed by the foundation and then distributed based on the needs of the educational units under the auspices of the foundation.

Obstacles and Solutions in Planning

Obstacles experienced in implementing planning:

No	Obstacle	Description
1	Curriculum	There is no adequate learning plan and curriculum
2	Human Resources for Educators	Limited professional educators
3	Funds	Limited operational funds
4	infrastructure	Inadequate facilities and infrastructure
5	Socialization	Lack of socialization of system usage from manual to online
6	Human Resources Development	Lack of development of human resources who run the system

Solutions provided when encountering obstacles:

No	Solution	Implementation
1	Facility optimization	Optimizing the use of all existing facilities
2	Effective performance	Making the performance of teaching staff and administrators in tutoring more effective
3	Public relations	Maintain good relations with the community
4	Student awareness	Building awareness among students
5	Strategic plan	Develop a strategic plan or series of activities
6	Human Resources Development	Improving human resource development

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Conclusion

Based on the research results and discussion, it can be concluded that:

1. **Planning of the foundation chairman**In Islamic boarding school education services, there are four main stages of management: planning (vision-mission planning by involving stakeholders), organizing (organizing with a clear structure and division of tasks), actuating (implementation through effective communication and motivation), and controlling (supervision with routine monitoring and periodic evaluation).
2. **The chairman of the foundation plays a strategic role**through three dimensions: (a) as a policy maker who establishes internal legal guidelines through decrees, (b) as a coordinator who directs and delegates authority, and (c) as an external liaison who establishes strategic cooperation with the government and stakeholders.
3. **Participative-strategic leadership style**which is implemented by the chairman of the foundation is the key to success in improving the quality of Islamic boarding school education services, where the involvement of administrators in deliberations is combined with a clear vision from the leadership to maintain the direction and sustainability of the organization.
4. **Bottom-up planning**in the preparation of educational financing planning, where administrators at the lower level prepare plans which are then followed up by central administrators, resulting in more effective and efficient budgeting based on priority scales.
5. **Financial independence of Islamic boarding schools**can be achieved through the development of foundation business units that are managed professionally with strategic planning support from the foundation chairman.

Suggestion

1. For other Islamic boarding schools, this research emphasizes the importance of building participatory and collaborative leadership patterns in developing educational services, as well as strengthening institutional diplomacy with external parties.
2. For foundation heads, it is recommended to implement modern management while maintaining the unique values of Islamic boarding schools, as well as conducting regular monitoring and evaluation of program implementation.
3. Future researchers could expand the scope by involving more Islamic boarding schools (pesantren) in various regions to compare foundation leadership patterns in educational service planning. Quantitative studies using survey instruments could also be conducted to more objectively measure the influence of foundation heads' leadership styles on the quality of Islamic boarding school educational services.
4. Future research can delve deeper into the integration between foundation leadership, educational curriculum, and innovation in Islamic boarding school education service models to be more adaptive in facing the challenges of the digital era.

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