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ORIGINAL RESEARCH ARTICLE

Strategic Management of an Islamic Education Ecosystem at Pondok Pesantren Asshiddiqiyah 11 Way Kanan

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ABSTRACT

This qualitative interpretive case study examines strategic management in the development of an Islamic education ecosystem at Pondok Pesantren Asshiddiqiyah 11 Way Kanan, Lampung. The source manuscript describes semi-structured interviews, observation, document review, thematic analysis, triangulation, and member checking. Its findings are organized around four related dimensions: leadership and institutional vision; educator development and educational innovation; digital practices and stakeholder collaboration; and continuous quality improvement and sustainability. The account suggests that leadership connects institutional identity to program priorities, educator learning supports instructional change, digital tools and community ties extend coordination, and review processes help the institution adjust its work. These are interpretive themes from one institution, not measured effects. The source omits the number and roles of informants, fieldwork dates, coded excerpts, and a document inventory. Accordingly, the proposed ecosystem framework should be treated as a context-specific analytical interpretation until the underlying evidence and research procedures are reported in sufficient detail.

Keywords: Strategic Management; Islamic Education; Pesantren; Educational Ecosystem; Quality Assurance



ABSTRAK

Studi kasus interpretatif kualitatif ini mengkaji manajemen strategis dalam pengembangan ekosistem pendidikan Islam di Pondok Pesantren Asshiddiqiyah 11 Way Kanan, Lampung. Naskah sumber menjelaskan wawancara semi-terstruktur, observasi, telaah dokumen, analisis tematik, triangulasi, dan konfirmasi informan. Temuan disusun dalam empat dimensi yang saling berkaitan: kepemimpinan dan visi kelembagaan; pengembangan pendidik dan inovasi pendidikan; praktik digital dan kolaborasi pemangku kepentingan; serta peningkatan mutu berkelanjutan dan keberlanjutan lembaga. Uraian menunjukkan bahwa kepemimpinan menghubungkan identitas lembaga dengan prioritas program, pembelajaran pendidik mendukung perubahan pembelajaran, perangkat digital dan jejaring masyarakat memperluas koordinasi, dan evaluasi membantu lembaga menyesuaikan kegiatannya. Tema tersebut merupakan interpretasi atas satu lembaga, bukan dampak yang diukur. Naskah sumber belum memerinci jumlah dan peran informan, tanggal kerja lapangan, kutipan berkode, serta inventaris dokumen. Karena itu, kerangka ekosistem yang diajukan perlu dibaca sebagai interpretasi kontekstual sampai prosedur dan bukti penelitian dilaporkan secara memadai.

Kata kunci: Manajemen Strategis; Pendidikan Islam; Pesantren; Ekosistem Pendidikan; Penjaminan Mutu

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1. INTRODUCTION

Pesantren combine religious learning, daily communal life, and relationships with surrounding communities. Their development has involved continued negotiation between inherited scholarly practices and formal educational demands. This capacity to adapt while retaining recognizable traditions is well documented in scholarship on Indonesian Islamic education (Isbah, 2020; Budiharso & Suharto, 2022). Management therefore concerns the interaction among educational purpose, people, institutional routines, and external relationships.

Institutional leaders translate a vision into decisions about programs, personnel, and resources. A vision alone does not establish a functioning strategy; staff need opportunities to interpret it, implement it, and review the results. School leadership studies connect improvement to coherent direction and collective capacity, while research in pesantren identifies religious leadership as a central component of institutional continuity (Hallinger, 2003; Rahtikawatie et al., 2021).

Educator development, technological use, and quality assurance are often discussed separately. Yet a change in one area can alter the demands placed on the others: digital coordination may require staff training, and new programs need agreed criteria for evaluation. An ecosystem lens makes these dependencies visible without assuming that all institutions follow an identical path (Bronfenbrenner, 1979; Lathifah et al., 2022).

This article examines how the supplied case manuscript represents strategic management at Pondok Pesantren Asshiddiqiyah 11 Way Kanan. It follows four dimensions identified in that manuscript: institutional leadership and vision, human resources and innovation, digital practice and stakeholder collaboration, and quality improvement and sustainability. The contribution is an

integrated reading of those reported practices. The evidence available supports a single-case interpretive account rather than a demonstrated causal model.

2. RESEARCH METHODS

The source reports a qualitative interpretive case study at Pondok Pesantren Asshiddiqiyah 11 Way Kanan in Lampung. The institution was selected purposively because it offers a setting in which pesantren traditions meet institutional development demands. The manuscript does not provide the fieldwork period, reasons for choosing it over alternative sites, or a detailed institutional profile. Those absences constrain assessment of transferability (Yin, 2018).

Primary sources reportedly comprised semi-structured interviews with institutional stakeholders and observations of educational and managerial activity. Secondary sources reportedly included institutional profiles, organizational documents, program records, curricula, and evaluation materials. The manuscript does not identify the number of informants, their roles by category, selection criteria beyond purposive sampling, interview duration, or an inventory of reviewed documents.

According to the source, interview, observation, and document material was organized, coded, and grouped into themes corresponding to the four proposed management dimensions. The reported analysis then examined relationships among leadership, educator capacity, digital collaboration, and quality review. This is a thematic organization described by the authors; no coded excerpts, analytic memo, codebook, or example of a discrepant case is available for independent inspection (Braun & Clarke, 2006).

The source states that participants and techniques were triangulated and selected interpretations underwent member checking. It does not describe which accounts were compared, who checked interpretations, or how disagreement was resolved. The findings are therefore presented as claims in the supplied case narrative, with explicit reporting limits, rather than as independently reanalyzed interview evidence (Lincoln & Guba, 1985; Miles et al., 2019).

3. RESULTS AND FINDINGS

The source describes leadership as setting program direction and coordinating decisions while sustaining an Islamic educational identity. Administrators and teachers reportedly participate in discussions about educational and operational issues. The account describes coordination, but it contains neither dated planning records nor interview excerpts that show how particular priorities were selected or contested.

Teacher and staff development appears as a second dimension. The source reports encouragement to improve teaching practice, exchange professional knowledge, and adapt learning approaches. It interprets innovation and educator learning as mutually reinforcing. Specific training events, participant totals, observed lesson changes, or learning outcomes are not supplied, so the finding describes a managerial orientation rather than an evaluated intervention.

Digital tools reportedly support communication, access to information, documentation, and institutional coordination. The source also identifies parents, alumni, community members, and external partners as part of the wider educational network. It describes selective use of technology in relation to institutional purposes. The account does not include platform inventories, partnership agreements, or comparative records of digital use.

The fourth theme concerns monitoring, evaluation, and follow-up as an ongoing means of adjusting programs. The source links this review cycle to institutional continuity and argues that it reinforces the other three dimensions. It does not report a quality indicator series, audit reports, evaluation dates, or concrete before-and-after cases. Accordingly, the four-part ecosystem is an interpretive framework inferred from reported practice, not proof that the management processes improved measured quality.

4. DISCUSSION

The case suggests that leadership can connect the pesantren's religious identity with program choices. This is consistent with work on leadership for learning, where goals have practical force only when linked to staff action and institutional routines (Hallinger, 2003). Religious leadership scholarship also emphasizes continuity of purpose in pesantren management (Rahtikawatie et al., 2021). Here the decision process is described generally, so the extent of staff participation and the actual influence of the institutional vision still require documentary evidence.

The reported balance between tradition and adaptation fits historical accounts of pesantren responding to changing educational contexts (Isbah, 2020; Budiharso & Suharto, 2022). Preserving identity need not mean keeping every process unchanged: the practical question is which practices express an educational value and which are administrative means that can be revised. The source offers this distinction as an interpretation but gives no detailed example of a decision in which a tradition was maintained while a procedure changed.

The association between educator development and innovation is plausible because colleagues can share knowledge and refine instruction together. Research on professional learning communities links improvement to collective inquiry, support, and the use of evidence (Stoll et al., 2006). In this case, the manuscript mentions collegial exchange but does not trace a particular training activity to a classroom change. Future reporting should describe the activity, the participating staff, the instructional adjustment, and the material used to judge its effect.

Digital practices should be interpreted as organizational choices with costs and capabilities, rather than as improvement by themselves. Research on educational technology describes how implementation depends on pedagogy, institutional setting, and available support (Selwyn, 2016). The source identifies communication and documentation as uses, yet it does not specify tools, access, staff competence, or obstacles. Those details would show whether digital practice expanded capacity or simply changed the medium of existing work.

Parents, alumni, and communities appear in the source as resources and partners. A stakeholder perspective clarifies why these relationships may influence organizational choices and legitimacy (Freeman, 1984). School partnership scholarship further shows that roles and channels of

participation require design rather than assumption (Epstein, 2018). The case does not distinguish occasional contact from sustained collaboration, and therefore cannot establish the strength or results of these relationships.

The account links monitoring and evaluation to continued improvement. The distinction between a recurring review practice and an effective quality assurance system matters: review has to produce decisions, follow-up, and observable evidence. A study of internal assurance in pesantren models the relation between graduate, process, standards, and management quality (Lathifah et al., 2022). The present case needs an example of an identified problem, corrective decision, and later assessment to substantiate its claimed improvement cycle.

The four dimensions are best read as a proposed set of dependencies. Leadership can allocate attention and resources; educators can translate priorities into learning; digital systems and relationships can widen coordination; and review can prompt adjustment. Organizational learning theory helps explain the feedback involved (Senge, 1990), while ecological thinking cautions that an institution operates within layered social contexts (Bronfenbrenner, 1979). The source does not provide longitudinal observations that would demonstrate the direction or strength of these links.

One institution can illuminate management processes without representing all pesantren. In this manuscript, missing informant counts, fieldwork dates, case evidence, and documentary examples particularly limit credibility and transferability (Yin, 2018). A revision should include an anonymized participant table, fieldwork timeline, examples of triangulated excerpts, and a simple matrix linking each theme to an observation or document. The four dimensions may then serve as an evidence-led framework for comparison across other pesantren, while any claim of improved quality should use defined indicators.

5. CONCLUSION AND SUGGESTIONS

The supplied case describes Islamic educational ecosystem development at Pondok Pesantren Asshiddiqiyah 11 Way Kanan through leadership and vision, educator capacity and innovation, digital and stakeholder connections, and continuous review. Their relationships form a useful interpretive framework for discussing strategy in one pesantren. The available narrative does not demonstrate a measurable improvement in teaching, quality, or institutional sustainability.

For publication, the authors should add participant counts and roles, fieldwork dates, illustrative coded quotations, a document inventory, and at least one traceable example of a reviewed institutional decision. These additions would allow readers to judge whether the four dimensions are supported by case evidence and how the framework could be applied elsewhere.

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