

## Management Strategy of Boarding Planning Development in Taliabu Island District, North Maluku Province

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### Article Info

### Abstract

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#### Abstract

This study aims to find answers the strategic management of the development Islamic boarding schools in Taliabu Island Regency which are processed in the S.W.O.T analysis matrix. Data was collected through observation, documentation and interviews at the activities of the Darul Amanah Taliabu Islamic Boarding School and the Al-Fatah Kilong branch of the Islamic Boarding School and related parties. Data analysis using data reduction, data display and data verification. The results of the study show that the strategic management of the development Islamic boarding schools in Taliabu Island Regency is currently carried out by organizing typical Islamic boarding schools with simple methods in accordance with the capabilities of resources and the readiness of caregivers and managers. Strategic management includes strategy formulation, strategy implementation and strategy evaluation. The strategy for developing Islamic boarding schools in Taliabu Island Regency can be carried out through: 1) Transformation of the Islamic boarding school education system, by organizing islamic school programs or formal education units; 2) Organizing activities within the Islamic boarding school environment involving general public and government; 3) Build good communication with the government and society; 4) Determine education costs according to operational standards and form entrepreneurial activity units; 5) Participate in training that supports the improvement of Islamic boarding school resources.

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## 1. INTRODUCTION

Islamic boarding schools are one of the educational institutions that have been developed in Indonesia since the 19th century (Herman, 2013). Islamic boarding school is an institution that has the first and oldest education system in Indonesia, because Islamic and Indonesian-integrated nature in Islamic boarding school its main attraction. This is in line with the function of National Education, namely developing capabilities and forming dignified national character and civilization in the context of educating the nation's life.

Realizing the intended educational goals must have the right management and strategy. In addition to an adequate curriculum and infrastructure, systemic concepts and planning, strict control and supervision are needed as well as locations that can be reached by the managers of educational institutions. The management and curriculum developed to realize the intended educational goals are educational institutions with a 24-hour pattern of education, guidance and supervision by teachers and school managers packaged in the form of boarding schools. The boarding school education model and system currently being developed is basically a Islamic boarding school -based curriculum and management (Akib & La Liga, 2021). This shows that Islamic boarding schools with various coaching methods and educational curriculum that have been developed have inspired many practitioners and managers of educational institutions as an effort to realize educational goals. Therefore, it is hoped that Islamic boarding school will support the development of the education system in Indonesia as a country with a predominantly Muslim population, including in Taliabu Island Regency, North Maluku Province.

According to the 2021 population census, the population of Taliabu Island Regency is 54,047 people with various ethnic groups. The population of Taliabu Island Regency is mostly Muslim with a percentage of 71.16% or 43,843 people, while Christianity is 18.98% or 9,064 people. , who are Catholics by 5.86% or as many as 1,125. The rest adhere to Hinduism and the original beliefs of the Taliabu people (*Badan Pusat Statistik*, n.d.). With the existence of a majority Muslim population with the percentage (71.16%) as mentioned above, ideally it is followed by the existence of educational institutions with Islamic religious education backgrounds such as madrasas and Islamic boarding schools, both established by the government under the guidance Ministry of Religion and those established by the community.

However, the population size as referred to is not directly proportional to the number of educational institutions with Islamic backgrounds such as madrasas and Islamic boarding schools. From the available data, it is known that educational institutions in Taliabu Island Regency total 159 (one hundred and fifty nine) educational units consisting of 89 SD, 5 MI, 3 SMP, 8 MTs, 12 SMA, 7 SMK and 4 MA. In addition, there are 2 Islamic boarding schools, namely the Darul Amanah Taliabu Islamic Boarding School organized by the Darul Amanah Taliabu Education Foundation located in Northwest Taliabu sub-district and the Al-Fatah Kilong Islamic Boarding School which was founded by the Al-Fatah Education Foundation in West Taliabu District, Taliabu Island Regency. (*Badan Pusat Statistik*, n.d.)

The data above illustrates that the lack of a Ponpes institution that was established in Taliabu Island district was caused by several things. First, there is a lack of Islamic benefactors who want to invest as part of their wealth to establish a Islamic boarding school institution in sub-district areas in Taliabu Island Regency. Second, there is a public opinion that Islamic boarding schools only produce human resources who are only capable of preaching in the field of Islam but have limitations in the field of general knowledge. Third, there is the view of parents of students who think that the curriculum applied in the Islamic boarding school is only a curriculum that provides learning experience in studying the yellow book, but does not have learning experience in the field of science and technology. Fourth, that there is a lack of outreach from Islamic education foundations about the importance of Islamic boarding school education in producing graduates who have abilities in the field of religion and general knowledge as a manifestation of national education goals and mandate in 1945 Constitution that Indonesian people are human beings who fear God Almighty according to religion. and their beliefs, as explained in Law Number 20 of 2003 concerning the National Education System and Law Number 18 of 2019 concerning Islamic Boarding Schools. Improving and developing the role of Islamic boarding schools in the development process requires strategic steps in developing the community, region, nation and state. Islamic boarding schools must be the pioneers as well as the inspiration for raising the nation's morale (Sabil & Diantoro, 2021).

The existence and superiority of Islamic boarding schools as described above is actually a positive energy for the development of Islamic boarding schools in

various regions, including Taliabu Island Regency. However, according to the author's observations, Islamic boarding schools in Taliabu Island have not experienced development. This can be seen when the author on several occasions visited the Islamic boarding school on Taliabu Island, the author tried to observe and discuss with the caretakers of Islamic boarding schools regarding developments and opportunities for the Islamic boarding schools. One of the caretakers of Darul Amanah Islamic boarding school on Taliabu Island conveyed some information related to the developments and obstacles faced by the Islamic boarding school in Taliabu Island, including: 1) Lack of socialization and cooperation of the foundation with external parties, both the government and the general public; 2). The management of Islamic boarding school is completely handed over to the caretaker/Kiai; 3) Islamic boarding school funding sources that are not yet fixed; 4) There are no formal educational institutions such as Madrasah Diniyah, MI, MTs and MA in the Islamic boarding school environment; 5) Inadequate facilities and infrastructure. These conditions are factors that can hinder the development of Islamic boarding schools on Taliabu Island. Some of the Islamic boarding school students who live in the boarding school environment must attend formal education at schools that are relatively far from the boarding school environment, some choose to live outside the boarding school in order to be able to reach formal education, then with some considerations students parent's choose to send their children to boarding schools in outside Taliabu Island. The description of the opportunities and obstacles to the development of Islamic boarding schools above motivated the author to examine more deeply the appropriate methods and steps so that Islamic boarding schools on Taliabu Island can develop properly.

## **2. METHOD**

This research approach uses a descriptive qualitative approach, namely research that describes the condition of natural objects, where the researcher is the key instrument, data collection techniques use triangulation, data analysis is qualitative inductive, and research results emphasize meaning rather than generalization (Sugiyono, 2013).

Data obtained from observation, interviews, and document study. The result is a general description of the object under study, which has never been known before. The method of documentation in this research is to strengthen information and real conditions in the field, as well as a comparison and supporting material, before conducting analysis and checking the validity of the data. Documentation that will be the source of data in this study includes: 1) Investigating written objects such as profiles, vision, mission, composition of the board; 2) Learning systems and programs, teaching and educational staff and the number of students; 3) The existing facilities and infrastructure at Darul Amanah Islamic boarding school Taliabu and Al-Fatah Kilong Islamic boarding school as well as those related to the object of research.

### **3. RESULT AND DISCUSSION**

The author divides into 2 (two) sub-discussions describing the development strategy management in this study, namely strategic management and development strategy. Strategic management includes strategy formulation, strategy implementation, and strategy evaluation. While the development strategy is intended as an organizational effort to design a strategy that wants to improve status, capacity, and resources to give birth to a new, different, advanced and developing organizational posture in the future. The results of research conducted by the author on the management strategy for the development of Islamic boarding schools in Taliabu Island Regency, starting from the formulation, implementation and evaluation of conceptual strategies, some of them have been carried out by the Islamic boarding school managers, however, to realize effective and efficient management of Islamic boarding schools, Islamic boarding school managers can compile and establishing strategic management concepts to serve as guidelines and controls for the implementation of Islamic boarding school activities so that it is easy to choose development strategies.

#### **A. Strategic Management for Development of Islamic Boarding Schools in Taliabu Island Regency**

1. Strategy Management
  - a. Strategy Formulation

Strategy formulation is intended to develop vision and mission, identify external opportunities and threats, determine internal strengths and weaknesses, set long-term goals, formulate alternative strategies and select specific strategies to be implemented. Strategy formulation must decide on alternative strategies that will provide benefits and determine long-term competitive advantage.

The strategy formulation for Islamic boarding schools in Taliabu Island Regency is based on the results of observations and documentation as well as interviews with the leaders of Islamic boarding schools in Taliabu Island Regency in general, it is still at the concept level, starting from the formulation of the vision "to create a generation that has an understanding of the Islamic religion, has good morals and is devoted to the nation's religion and country" which is spelled out with the following missions: 1) to return people to enthusiasm for religious charity; 2) forming people who have a sense of responsibility to religion; 3) forming people who are ready to fight to uphold Allah's religion; 4) forming human beings with noble morals in accordance with the morals of the Prophet SAW as conveyed by the leadership of the Darul Amanah Islamic boarding school Taliabu:

"For its vision "to create a generation that has an understanding of the Islamic religion, has good morals and is devoted to the religion of the nation and state" the vision is still limited to a concept, it has not been established through the results of deliberations with foundations and caretakers of Islamic boarding schools. (Zulkarnain, 25 August 2022). The condition of the Darul Amanah Taliabu Islamic boarding school also occurs in the Al-Fatah Kilong branch of the Islamic boarding school where the vision and mission of the Islamic boarding school is still in the drafting stage. The leadership of the Al-Fatah Kilong Islamic boarding school explained that:

"The vision and mission of the Al-Fatah Kilong branch of the Islamic boarding school are still being formulated by the management. As a branch Islamic boarding school, while referring to the vision of the central Islamic boarding school, namely "Towards a Generation of Islam that is 'Pious, Da'i Spirit, Begins with Morals and Taqwa". while strengthening the mission as the spirit of program implementation, namely: 1) returning people to enthusiasm for religious charity; 2) forming people who have a sense of responsibility to religion; 3) forming people who are ready to fight to uphold God's religion; 4)

forming human beings with noble morals in accordance with the morals of the Prophet Muhammad, for the determination of which will be discussed later with the foundation and the local manager of the branch lodge. (M. Nazar, August 29, 2022).

The results of observations and interviews conducted by researchers on the documentation and strategic plans for program implementation at the Darul Amanah Taliabu Islamic Boarding School and Al-Fatah Kilong Islamic Boarding School, the strategy formulation is still in the form of ideas/concepts which will then be discussed to be established as guidelines for Islamic boarding schools activities. Therefore, the leaders and caretakers of Islamic boarding schools in Taliabu Island Regency are still trying to implement the program according to the target of caregivers and the readiness of other resources.

#### b. Strategy Implementation

The implementation of the strategy at Islamic boarding schools in Taliabu Island Regency is in accordance with the readiness of managers and teaching staff, where the implementation of the program is left entirely to the respective person in charge to execute and innovate until guidelines for implementing activities are determined. Therefore the implementation of the curriculum and program is packaged in a simple form as conveyed by the caretaker of the Darul Amanah Islamic boarding school Taliabu:

"The curriculum used is a simple curriculum in accordance with the conditions, the readiness of the teaching staff and the abilities of each student. For the students' programs and activities, we schedule them according to the rote class and the reference book. Meanwhile, for students who live outside the Islamic boarding school, we adjust to the wishes of the students and are not forced to follow the program set by the Islamic boarding school. Caregivers are always ready to guide students who live outside the Islamic boarding school to gain religious knowledge at the Darul Amanah Islamic boarding school, Taliabu." (Ali Rifai, 26 August 2022).

The results of observations and interviews conducted by researchers regarding program implementation at the Darul Amanah Taliabu Islamic boarding school show an increase in the ability of students to understand religious knowledge and the tahfidz program. This can be seen by the presence of students who are able

to memorize the Qur'an up to 16 Juz, while the ability of students to read books and understand other religious knowledge is adjusted to the grade level which is part of the Islamic boarding school's curricular activities. Materials and reference books for Islamic boarding schools in Taliabu Island district were found at the Al-Fatah Temboro Islamic boarding school.

Another strategic implementation programmed by caregivers as a step to socialize Islamic boarding schools is to create science assemblies in the form of studies that involve the general public and involve students in musabaqah tilawati Qur'an activities and several other activities at the district and provincial levels. Meanwhile, funding for Islamic boarding schools is divided based on the source of funds and plans for their use. For the operational implementation of activities whose funding comes from students, it is managed by the leadership of the Islamic boarding school, while the budget for the construction and development of infrastructure facilities that comes from self-help is managed by the local board of the Al-Fatah Kilong Islamic Boarding School branch.

#### c. Strategy Evaluation

Evaluation will provide information to organizational management regarding the extent to which objectives have been achieved (Solihin, 2012). The evaluation carried out at Islamic boarding schools in Taliabu Island Regency was carried out in two forms, namely evaluation of program results and evaluation of the management of Islamic boarding schools. Program evaluation includes evaluating the output of the curriculum field with the aim of discussing and measuring the success of the activities that have been implemented. The output of the students' learning outcomes is one of the serious concerns of the manager, where these results will be a barometer of the success and progress of the Islamic boarding school.

The Al-Fatah Kilong branch of the Islamic boarding school in evaluating the management of the Islamic boarding school is carried out in 2 (two) stages, namely evaluating local managers in the form of meetings between the parents and guardians of the students which are held every 6 (six) months and evaluating the management of the Al-Fatah branch of the Islamic boarding school. Fatah as a whole every Sha'ban month at the Al-Fatah Temboro Islamic boarding school center as conveyed by the leadership of the Al-Fatah Kilong Islamic boarding school branch:

"The evaluation that we carry out is an evaluation of students' learning outcomes every three months, while program evaluation is carried out every Sha'ban month at the Al-Fatah Temboro Islamic boarding school center" (M. Nazar, 29 August 2022).

Strategy evaluation is also carried out by the local manager of the Al-Fatah Kilong Islamic boarding school branch as an effort to develop Islamic boarding schools, for example evaluating the availability of infrastructure and other supporting facilities as conveyed by the secretary of the Al-Fatah Kilong branch of the local Islamic boarding school manager:

"Evaluation of the management and development of the Al-Fatah Kilong branch cottage is carried out every 6 (six) months, but under certain conditions the manager will carry out an evaluation by deliberation if there are problems that require immediate resolution." (Sugiyanto, 24 August 2022).

The form of evaluation at the Darul Amanah Taliabu Islamic boarding school is an evaluation of the learning outcomes of the students and an evaluation of the implementation of the curriculum which is carried out every 3 months, while the evaluation of the management of the Islamic boarding school is carried out separately according to their respective responsibilities, both as foundation administrators, leaders of Islamic boarding schools, and caretakers. Where the foundation as an education provider evaluates the management and availability of human resources, determines alternative partnership relationships as an effort to improve Islamic boarding school infrastructure as stated by the leadership of the Darul Amanah Islamic boarding school Taliabu:

"Evaluations are carried out in accordance with their respective duties. As for the assessment of learning outcomes, it is carried out by Ustadz Ali as the caretaker and teacher, for the operational and technical needs of the pondok it is carried out by the Islamic boarding school leader who is responsible for controlling and finding alternative solutions, while the evaluation of infrastructure development is communicated with the foundation" (Zulkarnain, 25 August 2022).

The results of observations and interviews conducted by researchers on the evaluation of the strategy of Islamic boarding schools in Taliabu Island Regency still focus on curriculum and program evaluation, while the evaluation of development

strategies is carried out separately according to the conditions and responsibilities of each administrator, to find alternatives if there are problems that arise. must be resolved soon.

The results of research conducted by the author on the strategic management of Islamic boarding schools in Taliabu Island Regency, starting from the formulation, implementation and conceptual evaluation of strategies, some of them have been carried out by Islamic boarding school managers, although in a simple way in accordance with the abilities of caregivers and Islamic boarding school leaders.

## 2. Development Strategy

A strategy is said to be a development strategy if the organization deliberately designs a strategy that wants to increase the status, capacity and resources that can give birth to a new, different organizational posture in the future. The organization is fully laid out and operated in development mode. Bryson added that the strategy is said to be a development strategy if the strategy seeks to create a new, better future. The choice of this strategy can only be implemented if support from the organization's external environment is adequate. In fact he adds that a formal planning system can be used to provide guidance in devising this type of strategy. (Muhammad, 2012)

The strategy for developing Islamic boarding schools in Taliabu Island Regency is still looking for formats and forms to accelerate the development of Islamic boarding schools in Taliabu Island Regency. This is quite realized by the leadership of the Darul Amanah Islamic boarding school, Taliabu, who said that:

"For the development of the Islamic boarding school, we are still looking for the right form to match the internal conditions, both human resources and infrastructure, with the external conditions where the Islamic boarding school is located in a fairly complex environment with education units." (Zulkarnain, 25 August 2022),

The development strategy presented by the leadership of the Darul Amanah Islamic boarding school Taliabu was in line with what was conveyed by the local managing secretary of the Al-Fatah Kilong branch of the Islamic boarding school which said that:

"There are several steps that have been prepared by local administrators such as adding human resources for educators/ustadz, establishing a management structure, building cross-sectoral communication for the construction of supporting infrastructure including facilities for female students and their carers. Meanwhile, the most important thing currently facing Islamic boarding schools is obtaining operational permits so that they can freely determine the steps for developing Islamic boarding schools in the future, including having to dare to leave the safe zone to open the madrasah diniyah program even though all Temboro branches have not been permitted to open the madrasah diniyah program. (Sugiyanto, 24 August 2022).

The results of observations and interviews conducted by researchers showed that the strategies for developing Islamic boarding schools in Taliabu Island Regency were: 1). Improving the quality of the tahfidz program and the yellow book as a characteristic of Islamic boarding schools; 2). Fulfillment of infrastructure facilities and locations that are more representative.

The results of the author's analysis in this study, the strategy for developing Islamic boarding schools in Taliabu Island Regency that can be done to increase status, capacity and empowered resources is by establishing a general strategy (grand strategy) including: Improving the management of Islamic boarding schools, compiling and establishing a 5 (five) year strategic plan for the development of Islamic boarding schools; The need for renewal of management at the foundation and management level; Opening madrasah diniyah programs or formal education units (madrasah/schools), in order to increase the quality and quantity of formal education unit institutions as a public attraction to Islamic boarding schools; Fostering cooperation with the government and the private sector to fulfill Islamic boarding school infrastructure; Arranging and creating entrepreneurial activities; Organizing innovation and collaboration activities with schools and madrasahs around the Islamic boarding school so that the creativity of students can be channeled properly; Participate in coaching on the management of Islamic boarding schools organized by the Ministry of Religion or bring in a team of experts in accordance with the fields needed to conduct training that supports the improvement of Islamic boarding schools' resources.

## B. SWOT Analysis of Islamic Boarding Schools in Taliabu Island District

The results of research on Islamic boarding schools in Taliabu Island Regency, the researcher presents the SWOT analysis data as follows:

**Table 1**  
SWOT Analysis Strategic Factors Islamic boarding schools in Taliabu Island Regency

<i><b>Strength</b></i>	<i><b>Opportunity</b></i>	<i><b>Weakness</b></i>	<i><b>Threats</b></i>
<p>a. The existence of Islamic boarding schools as Islamic educational institutions committed to creating a knowledgeable, moral and independent society;</p> <p>b. Religious practice continues to increase and the position of religious education is getting stronger;</p> <p>c. Synchronizing activities and increasing the</p>	<p>a. Community support and interest in Islamic boarding school education;</p> <p>b. The majority of the population is Muslim;</p> <p>c. The integration of the national education system and the Islamic boarding school education system;</p> <p>d. Management of Islamic boarding</p>	<p>a. The management of Islamic boarding schools has not been maximized.</p> <p>b. Communication between foundations and managers/caregivers is less effective;</p> <p>c. Lack of human resources for educators / and caregivers and supervisors.</p> <p>d. Demands for the presence</p>	<p>a. The demands of professional and competitive institutional management.</p> <p>b. Image of Islamic boarding school as an educational institution that is traditional, not modern, informal and unprepared to organize formal education;</p> <p>c. Education unit competitors apply free education;</p> <p>d. There are bureaucratic</p>

role of Islamic boarding school in social and religious life;	schools can adapt to the times;	of a formal education unit within the Islamic boarding school environment;	obstacles in the arrangement of Islamic boarding school development procedures;
d. Harmonious relationship between community and Islamic boarding school;	e. The number of religious education units is still lacking;	e. Unstable sources of funding for operational financing and the development of Islamic boarding school infrastructure;	e. demands for an educational administration system to use a computerized/digital system;
e. Boarding school alumni have the ability and work ethic that can be relied upon;	f. Islands and mountainous areas, most of which can only be accessed by sea transportation.	f. Cooperation in the development of Islamic boarding schools with the Regional Government needs to be increased.	f. The economy of the community and parents/guardians of students is still limited.
f. The birth of law number 18 of 2019 concerning Islamic boarding schools.	g. Issuance of Government Regulation Number 82 of 2021 concerning Funding for Islamic Boarding Schools.		

Based on the results of the SWOT analysis above, the management strategy for the development of Islamic boarding schools in Taliabu Island Regency can be carried out through several aspects, namely managerial aspects, human resource aspects, infrastructure aspects, financing aspects and social aspects.

*Managerial aspects* include 1) Arranging and establishing guidelines for the development of Islamic boarding schools such as vision, mission and programs); 2) Complete the management structure of Islamic boarding schools; 3) Increasing supervision of the activities of students in the Islamic boarding school environment; 4) Improving the quality of superior programs and the quality of students; 5) Opening madrasah diniyah programs or formal education units (madrasas/schools). *HR aspects* include: 1) Addition of human resources for teaching and education staff; 2) Carrying out guidance on Islamic boarding schools management and IT training to improve the managerial competence of Islamic boarding school supervisors and managers; 3) Conducting a comparative study of Islamic boarding school management.

*Aspects of infrastructure* include: 1) Setting up office space, library and Islamic boarding school cooperatives that can be accessed by students and the community; 2) Setting up network devices. *Aspects of financing* include: 1) Setting standard operating costs according to the needs of the Islamic boarding school. 2) Creating Islamic boarding school entrepreneurial activities. *Social aspects* include: 1) Organizing innovation and collaboration activities with schools or madrasas around the Islamic boarding school; 2) Expose the participation of students in religious social activities; 3) Building cross-sectoral communication to fulfill Islamic boarding schools' infrastructure; 4) Organizing religious activities involving the government and the general public.

## **5. CONCLUSION**

The management strategy for the development of Islamic boarding schools in Taliabu Island Regency is currently carried out by organizing typical Islamic boarding school education with simple methods in accordance with resource capabilities and the readiness of caregivers and managers. Islamic boarding school foundations and managers already have strategic management concepts, both strategic formulations such as vision, mission, goals and development plans by observing and analyzing internal and external conditions. The implementation of the strategy carried out at Islamic boarding schools in Taliabu Island Regency is strengthening the tahfidz and yellow book programs, providing Islamic boarding school infrastructure and involving Islamic boarding school residents in social-religious activities as a form of socializing

the existence of Islamic boarding schools. Strategy evaluation at Islamic boarding schools in Taliabu Island Regency uses two methods, namely evaluation of the program and curriculum which is carried out every 3 (three) months and evaluation of the management strategy of Islamic boarding schools which are carried out every 6 (six) months in local internal managers by involving people or the guardians of students and annual evaluation carried out with the foundation.

The strategy for developing Islamic boarding schools in Taliabu Island Regency can be carried out through: Improving the management of Islamic boarding schools, compiling and establishing a 5 (five) year strategic plan for the development of Islamic boarding schools; The need for renewal of management at the foundation and management level; Opening madrasah diniyah programs or formal education units (madrasah/schools), in order to increase the quality and quantity of formal education unit institutions as a public attraction to Islamic boarding schools; Fostering cooperation with the government and the private sector to fulfill Islamic boarding school infrastructure; Arranging and creating entrepreneurial activities; Organizing innovation and collaboration activities with schools and madrasahs around the Islamic boarding school so that the creativity of the students can be channeled properly. Participate in management coaching for the management of Islamic boarding schools organized by the Ministry of Religion or bring in a team of experts.

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