

Integration of Islamic Values and Modern Management in the Strategic Planning of Pesantren Educational Institutions

Integrasi Nilai Keislaman dan Manajemen Modern dalam Perencanaan Strategis Lembaga Pendidikan Pesantren

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Abstrak

Penelitian ini bertujuan menganalisis integrasi nilai-nilai keislaman dan manajemen modern dalam perencanaan strategis lembaga pendidikan pesantren di Pondok Pesantren Nurul Hakim Kediri Lombok Barat. Latar belakang penelitian ini didasarkan pada tuntutan pesantren untuk tetap mempertahankan identitas keislaman sekaligus mampu beradaptasi terhadap perkembangan zaman, perubahan sosial, serta kebutuhan tata kelola pendidikan yang profesional. Penelitian menggunakan pendekatan kualitatif dengan jenis studi kasus. Data diperoleh melalui wawancara mendalam, observasi partisipatif, dan dokumentasi, kemudian dianalisis menggunakan model interaktif melalui reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa integrasi nilai keislaman diwujudkan melalui penerapan musyawarah dalam pengambilan keputusan, amanah dalam akuntabilitas program, ihsan dalam peningkatan mutu layanan pendidikan, serta istiqamah dalam konsistensi kebijakan. Sementara itu, prinsip manajemen modern diterapkan melalui penyusunan visi dan misi, target program, evaluasi berkala, koordinasi antarunit, dan kepemimpinan transformasional. Integrasi tersebut berdampak positif terhadap kejelasan arah pengembangan lembaga, peningkatan budaya kerja kolektif, kepercayaan masyarakat, dan daya saing pesantren. Penelitian ini menegaskan bahwa nilai keislaman dan manajemen modern dapat dipadukan sebagai model tata kelola strategis lembaga pendidikan Islam yang efektif dan berkarakter.

Kata Kunci: nilai keislaman, manajemen modern, perencanaan strategis, pesantren, tata kelola

Abstract

This study aims to analyze the integration of Islamic values and modern management in the strategic planning of Islamic boarding school educational institutions at Pondok Pesantren Nurul Hakim Kediri, West Lombok. The background of this research is based on the need for pesantren to maintain their Islamic identity while adapting to contemporary developments, social changes, and the demand for professional educational governance. This study employed a qualitative approach with a case study design. Data were collected through in-depth interviews, participant observation, and documentation, then analyzed using an interactive model involving data reduction, data display, and conclusion drawing. The findings reveal that the integration of Islamic values was reflected in the implementation of musyawarah (consultative decision-making), amanah (accountability in programs), ihsan (quality improvement in educational services), and istiqamah (consistency in policy implementation). Meanwhile, modern management principles were applied through the formulation of vision and mission, program targets, periodic evaluation, inter-unit coordination, and transformational leadership. This integration positively contributed to clearer institutional development directions, stronger collective work culture, increased public trust, and higher competitiveness of the pesantren. The study concludes that Islamic values and modern management can be combined into an effective and value-based strategic governance model for Islamic educational institutions.

Keywords: Islamic values, modern management, strategic planning, pesantren, governance

INTRODUCTION

The introduction section contains the background/issues/problems/urgency and the rationale for the research or community service activity. The objectives of the activity and the proposed problem-solving plan are also presented in this section. Theoretical studies related to the issue being investigated and the development of hypotheses (if any) are included in the introduction.

Islamic boarding school institutions (pesantren) are one of the important pillars of Islamic education in Indonesia, playing a significant role in character building, strengthening religious values, and developing human resources. Historically, pesantren have been recognized as institutions that cultivate the tradition of Islamic scholarship, moral development, and community empowerment. In their development, pesantren now function not only as centers for the transmission of traditional Islamic sciences, but are also required to respond to social changes,

technological advancements, competition in educational quality, and the dynamic needs of modern society. These changes in the strategic environment require pesantren to reform their institutional governance in order to remain relevant, adaptive, and competitive amid the transformation of the times (Fathurrochman, 2019).

One of the fundamental aspects of reforming pesantren governance is strategic planning. In the context of educational management, strategic planning is understood as a systematic process of determining vision, long-term goals, program priorities, resource allocation, and measurable implementation steps. Strategic planning serves as an important instrument because it determines the direction of institutional development in a sustainable manner. For pesantren, the need for strategic planning has become increasingly urgent, as these institutions face a dual challenge: maintaining their Islamic identity while simultaneously meeting modern educational quality standards. Without well-directed planning, pesantren risk experiencing institutional stagnation, disparities in service quality, and delays in responding to external changes (Mulyadi, 2020).

On the other hand, the development of modern management science offers various approaches that can enhance the effectiveness of educational institution management, such as quality-based management, transformational leadership, continuous evaluation, data-driven decision-making, and the strengthening of organizational culture. These approaches have been widely implemented in educational organizations to improve competitiveness and service quality. However, the application of modern management concepts in pesantren cannot be carried out mechanically, because pesantren possess unique characteristics, including the leadership of the kiai, pesantren culture, scholarly traditions, and a religious value system that constitutes the institution's primary identity. Therefore, an adaptive approach is required to integrate modern management principles with the fundamental character of pesantren (Nasution, 2021).

Theoretically, Islamic values such as amanah (trustworthiness), musyawarah (consultation), justice, ihsan (excellence), istiqamah (steadfastness), and responsibility are aligned with the principles of modern governance. The value of amanah is related to accountability, musyawarah is consistent with collective participation, justice is associated with proportional policy distribution, while ihsan is linked to quality orientation and the provision of the best possible service. The integration of these values with modern management approaches has the potential to form a strategic planning model that is not only administratively effective but also morally and spiritually strong. Thus, pesantren require a planning framework capable of combining institutional professionalism with the mission of Islamic character education (Rohmat, 2022).

Nevertheless, studies on the integration of Islamic values and modern management in the strategic planning of pesantren educational institutions still require further strengthening. Previous studies have largely focused on the leadership of the kiai, curriculum, organizational culture, or the operational management of pesantren, while studies specifically discussing an integrative model between Islamic values and contemporary management in the strategic planning process remain relatively limited. This limitation indicates both an academic gap and a practical need to formulate strategic planning models that are compatible with the characteristics of Indonesian pesantren (Suharto, 2023).

Based on these issues, this study has an urgent need to examine in depth how Islamic values are integrated with modern management principles in the strategic planning of pesantren educational institutions. This study aims to: (1) analyze the concepts and practices of integrating Islamic values into the strategic planning process of pesantren; (2) identify supporting and

inhibiting factors in its implementation; and (3) formulate a strategic planning model that is adaptive, effective, and firmly rooted in the Islamic identity of pesantren.

The proposed problem-solving plan in this study is conducted through a qualitative approach by examining the empirical realities of pesantren governance, leadership practices, program formulation mechanisms, and organizational values that develop within the pesantren environment. Through this approach, it is expected that a comprehensive understanding will be obtained regarding planning development strategies capable of reconciling the demands of modernization with the preservation of the fundamental values of pesantren as educational institutions that significantly contribute to societal development.

METODE

This section explains how the research was conducted. The contents of this section include: research design, research object, main materials and instruments, location, data sources, data collection techniques, and data analysis procedures actually carried out by the researcher.

This study employed a qualitative approach with a case study design, as it sought to gain an in-depth understanding of the phenomenon of integrating Islamic values and modern management in the strategic planning of pesantren educational institutions. A qualitative approach was used to examine meanings, processes, and social realities (Creswell, 2016) within the framework of qualitative research methodology. Meanwhile, the case study design was selected because it allows researchers to explore a system, program, or institution intensively and contextually (Yin, 2018). Through this design, the study focused on a single site in order to generate a rich description of the institutional dynamics of the pesantren.

The object of this study was Pondok Pesantren Nurul Hakim Kediri, West Lombok, one of the major pesantren in the Province of West Nusa Tenggara, which has an integrated educational system combining pesantren traditions with modern formal education. The research site was selected based on the consideration that this pesantren has developed as an Islamic educational institution integrating religious values with modern institutional governance, in line with concepts of educational organizational development (Fathurrochman, 2019). Geographically, the pesantren is located in Kediri District, West Lombok Regency, West Nusa Tenggara Province.

The research subjects included the pesantren leaders, foundation administrators, heads of educational units, teaching staff, and administrative personnel involved in the institution's strategic planning process. Informants were selected through purposive sampling, namely the selection of participants based on specific considerations because they were deemed to possess relevant and in-depth information related to the research focus (Sugiyono, 2022). This technique is considered appropriate in qualitative research because it emphasizes data depth rather than the number of respondents.

The data sources in this study consisted of primary and secondary data. Primary data were obtained directly from informants through field interactions, while secondary data were derived from institutional documents such as the vision and mission statements, organizational structure, work programs, activity reports, and administrative archives. The use of these two data sources was important to strengthen the validity of the findings through information comparison, as emphasized by Moleong (2018) regarding the importance of diverse sources in qualitative research.

Data collection techniques included in-depth interviews, participant observation, and documentation. In-depth interviews were used to explore informants' views regarding policies, development strategies, and the integration of Islamic values in institutional management. This

technique is effective for obtaining subjective and reflective data (Creswell, 2016). Participant observation was conducted by directly observing educational activities, organizational culture, coordination patterns, and program implementation, as observation enables researchers to understand social behavior in its natural context (Spradley, 2016). Documentation was carried out by examining written documents, activity photographs, and institutional archives as supporting data and comparison material for interview results.

The main materials and instruments used in this study included interview guidelines, observation sheets, audio recording devices, cameras, field notebooks, and computer equipment. The use of these instruments was intended to assist the researcher in obtaining data systematically, accurately, and in a well-documented manner. In qualitative research, the principal instrument is actually the researcher, while supporting tools function to enhance the accuracy of the data collection process (Lincoln & Guba, 1985).

Data analysis was conducted interactively from the beginning of data collection until the completion of the study through the stages of data reduction, data display, and conclusion drawing/verification, as proposed in the analytical model developed by Miles, Huberman, and Saldaña (2014). Data reduction involved selecting, focusing, and simplifying data relevant to the research themes. Data display was carried out in the form of descriptive narratives, matrices, and thematic categorization so that relationships among data could be more easily understood. Subsequently, conclusions were drawn gradually through an in-depth interpretation of field findings concerning the integration of Islamic values and modern management in the strategic planning of the pesantren.

To ensure data validity, this study employed source triangulation, method triangulation, and member checking. Triangulation was conducted by comparing data from various informants and through various data collection techniques, while member checking was carried out by asking informants to reconfirm the data obtained. According to Lincoln and Guba (1985), these steps are important to ensure the credibility, dependability, transferability, and confirmability of research findings so that the results can be scientifically justified.

RESULTS AND DISCUSSION

The findings of this study indicate that Pondok Pesantren Nurul Hakim Kediri, West Lombok, has undertaken an institutional governance transformation through the integration of Islamic values with modern management principles in its strategic planning process. Institutional planning is no longer prepared in a traditional manner, but is directed toward achieving a vision of Islamic education that is excellent, adaptive, and competitive. This transformation signifies that the pesantren has moved toward a modern organizational system while still maintaining its religious identity (Fathurrochman, 2019).

The first finding shows that the strategic planning process is carried out through a collective consultation mechanism involving the pesantren leaders, foundation administrators, heads of educational units, and teaching staff. This pattern reflects the application of the value of shura (consultation) in institutional governance. From the perspective of modern organizations, the involvement of various stakeholders in decision-making has been proven to increase policy legitimacy and commitment to program implementation (Robbins & Judge, 2019).

In addition to consultation, the value of amanah (trustworthiness) is manifested in the form of transparency in work programs, financial reporting, and accountability of each educational unit. Such accountability constitutes an important foundation for building public trust in the

pesantren. In educational management studies, accountable governance significantly contributes to institutional reputation and sustainability (Bush, 2020).

The study also found that the principle of *ihsan* (excellence) is implemented through the improvement of educational service quality, the strengthening of student discipline, character development, and the enhancement of teaching staff competencies. This quality-oriented approach is in line with the concept of Total Quality Management, which emphasizes continuous improvement as an organizational culture within educational institutions (Sallis, 2015).

Table 1. Implementation of Islamic Values in the Strategic Planning of Pesantren

Islamic Value	Management Practice	Impact
<i>Musyawarah</i> (Consultation)	Participatory meetings	Collective decision-making
<i>Amanah</i> (Trustworthiness)	Program transparency	Public trust
<i>Ihsan</i> (Excellence)	Quality improvement	Stakeholder satisfaction
<i>Istiqamah</i> (Consistency/Steadfastness)	Policy consistency	Organizational stability
Justice (<i>Adil</i>)	Task distribution	Work effectiveness

In terms of leadership, the pesantren leader plays a central role as the director of vision and the driver of change. The leadership style identified tends to combine traditional charisma with a transformational leadership pattern, namely motivating members, building commitment, and encouraging institutional innovation (Bass & Riggio, 2006). This leadership model is effectively applied in value-based educational institutions.

The next finding indicates that the pesantren has implemented important components of strategic planning, such as the formulation of vision and mission statements, medium-term targets, performance indicators, and annual evaluations. This demonstrates that the pesantren has practiced a management-by-objectives system. According to strategic planning theory, organizational clarity of direction is a primary prerequisite for the success of educational institutions (Bryson, 2018).

In the program implementation process, coordination among units is carried out periodically through internal evaluation forums. This system reflects the importance of organizational communication as an instrument for policy synchronization. Effective communication has been proven to improve work efficiency and reduce institutional conflict (Hoy & Miskel, 2016).

Nevertheless, the study identified several constraints. First, the managerial capacity of some human resources remains uneven. Second, resistance to change still emerges from elements seeking to maintain old patterns. Third, the utilization of digital technology in administration has not yet been optimal. These findings are consistent with studies on the modernization of Islamic education, which state that institutional transformation is often hindered by organizational culture and human resource competence (Mulyadi, 2020).

Figure 1. Integrated Governance Model of Pesantren

Islamic Values → Leadership → Strategic Planning → Implementation → Quality Evaluation

From a theoretical perspective, the findings of this study confirm that Islamic values have a high level of compatibility with the principles of modern management. The value of amanah is identical to accountability, musyawarah is aligned with participation, ihsan is related to quality, and istiqamah is associated with policy consistency. This integration demonstrates that spirituality can serve as the ethical foundation of modern organizations (Rohmat, 2022).

These findings also support the view that pesantren do not have to choose between tradition and modernity. On the contrary, both can be combined into a strong hybrid institutional model. Contemporary Islamic education studies suggest that the success of modern pesantren lies in their ability to innovate without losing their fundamental identity (Nasution, 2021).

Furthermore, the success of integration at Pondok Pesantren Nurul Hakim is influenced by a strong organizational culture, member loyalty, and exemplary leadership. In organizational theory, institutional culture is an important factor that determines the effectiveness of policy implementation (Schein, 2017).

From the perspective of institutional development, this model has implications for increasing the competitiveness of the pesantren, strengthening public trust, and expanding external cooperation networks. Educational institutions with professional governance tend to gain greater public confidence and are more likely to develop successfully (Daft, 2018).

As a follow-up measure, pesantren need to strengthen administrative digitalization, provide management training for teaching staff, and establish sustainable internal quality assurance systems. These steps are essential to ensure that pesantren can respond to the demands of the global era without abandoning their core traditional values (Suharto, 2023).

Overall, the findings of this study affirm that the integration of Islamic values and modern management at Pondok Pesantren Nurul Hakim Kediri, West Lombok, represents an effective strategic model for the development of Islamic educational institutions. This model can be replicated by other pesantren with adjustments to their respective local contexts (Yin, 2018).

CLOSING CONCLUSION

Based on the findings of this study, it can be concluded that Pondok Pesantren Nurul Hakim Kediri, West Lombok, has demonstrated a strong practice of integrating Islamic values with modern management principles in the institution's strategic planning. This integration is reflected in the application of the value of musyawarah through participatory decision-making, the value of amanah in the form of program and financial accountability, the value of ihsan through an orientation toward improving the quality of educational services, and the value of istiqamah through consistency in implementing institutional policies. At the same time, the pesantren has also adopted elements of modern management such as the formulation of vision and mission statements, program target setting, periodic evaluation, inter-unit coordination, and the strengthening of transformational leadership.

The findings of this study indicate that Islamic values are not contradictory to the concepts of modern management, but rather complement one another in building educational institutional governance that is effective, adaptive, and value-based. This integration has had a positive impact on the clarity of institutional development direction, the strengthening of a collective work culture, the growth of public trust, and the increasing competitiveness of the pesantren amid social changes and technological advancement.

Nevertheless, this study also identified several challenges, including varying levels of managerial capacity among human resources, resistance to change, and the suboptimal utilization of digital technology in institutional administration. Therefore, the pesantren needs to strengthen management training for educators and administrators, establish a sustainable internal quality assurance system, and accelerate the digitalization of institutional governance.

As a recommendation, the model of integrating Islamic values and modern management implemented at Pondok Pesantren Nurul Hakim can serve as a reference for other pesantren in formulating professional strategic planning without abandoning their identity and traditional pesantren values. Future studies are recommended to develop comparative research among pesantren or to test this model through quantitative approaches in order to obtain broader generalizations.

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