

Dimensional Analysis of School Based Pesantren Design Development

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ABSTRACT

The development dimension refers to managerial concept of education strategies. Analysis on the implementation of strategic management at school was conducted using SWOT analysis. This research aims to determine the education strategic management model applied at School Based Pesantren in Aceh Province. This research used qualitative approach with survey method and analytic study. The results show that the organizational development begins with the high ideals of teachers ability that supported by institutional independence in school management. The finding revealed that the effectiveness of school development refers to the instilling of the values of pesantren, namely the spirit of sincerity; hence the teachers did not depend on school for their lives. As for the stabilization of the *ubudiyah* of the students, it helps in increasing academic achievement.

Keywords: *Dimensional Analysis, Islamic Based-School, Design Development Pesantren*

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INTRODUCTION

Education is a fundamental component of life that must be fulfilled, and it has the power to mold the character of a nation's resources (Lian, et al, 2020; Asvio, et al., 2019). Education is very vital for a nation, with human education being more capable of adapting to the environment, and with human education being more capable of anticipating numerous possibilities that would occur. Education can promote human quality enhancement through increasing cognitive, emotional, and psychomotor abilities (Othman, 2012).

Organizational effectiveness is the widest realm of performance in strategic management and organizational theory (Kortmann, 2012). The best structural configuration for improving organizational performance, as well as the amount which it is affected by the organizational development model used (Anderson, 2016). The first is the change in strategy and environment that occurs with the passage of time, which is crucial in the evolution of organizational design. Organizational design is a second continuous process that involves modifications in structure as well as the

possibility of making mistakes in order to create an organizational design (Bock, et., 2020).

An institution's leader or management should consider organizational design to be issue solving and goal-following with a situational or contingency style, i.e., the present structure is built to meet the organizations or its sub-units' particular conditions (Weiss, 2007).

School-based administration is critical to ensuring high-quality education. The services supplied are the fundamental manifestations of quality education. Improving educational services in the millennial period relates to the concept of organizational growth (Taute, 2012). School Reform, also known as School-Based Quality Management, is a concept of organizational development aimed at quality improvement in the framework of school-based quality management. School structuring, which is characterized as a type of educational reform, is aimed at restructuring and adapting the structure of government to schools using the concept of school empowerment (Syar'i et al., 2020) (Hartin, 2020) .

The position of this research is a study of the development of Islamic educational institutions referring to the concept of strategic management such as the study that has been carried out (Thoyib, 2005) (Mahmud & Suratman, 2020) which states that in addition to leadership, the effectiveness of school strategies has an effect on improving school performance. The strategy aspect itself refers to the internal and external analysis of the organization. Internal and external dimensions are being discussed. The internal dimension is the current state of the non-profit organization (education), in the form of strengths, shortcomings, possibilities, and impediments, which must be clearly identified; for this, self-evaluation activities utilizing evaluative analysis are required.

Strategies need to be implemented systematically and continuously (Maskur, 2017) (Smith, 1997). This article is important because it offers the concept of school development referring to the school based-pesantren concept. As a result, evaluation is carried out through qualitative analysis with a variety of qualitative information or partially quantitative and partially qualitative data (Kirkpatrick & Kirkpatrick, 2016). SWOT analysis (strengths, weaknesses, opportunities, threats or strengths, weaknesses, opportunities, and challenges) is a way of identifying the organization's internal and external elements (Baráth, 2015).

Internal elements include strengths and weaknesses, whereas external variables include opportunities and challenges. The external environment dimension is essentially an analysis of the environment surrounding the organization (school), which includes the operational environment, the national environment, and the global environment, and includes various aspects or conditions such as socio-political, social, economic, and socio-cultural conditions, progress, and development. Science and technology, culture, religion, and other topics.

METHODS

The survey method was used in this study, which took a qualitative approach. The study was conducted in Islamic-based schools in Sabang City, Gayo Lues District, and Aceh Tenggara District. An Islamic-based school is a Junior High School that implement the Pesantren-program, it is abbreviated as SMP-BP. Purposive sampling, or samples that represent research data is used in sample selection (Clark & Creswell, 2008). The Junior High School based Pesantren studied was located in Sabang (SMPS Al-Mujaddid), Gayo Lues Regency (SMPS Sholahuddin), and Southeast Aceh Regency (SMPS Darul Amin). Each school's principal, teacher, and reporting coordinator serve

as informants. Data were collected through interviews to 10 informants consisting of the principals, vice-principals and pesantren leaders in each work unit. In addition, data were also collected through participant observation and documentation studies. The data triangulation approach is used to test the validity of the data since it has been shown to eliminate bias and boost the credibility of the research. Triangulation, according to Uwe Flick and Denkin, is a mixture or combination of several approaches used to explore linked events from many angles and perspectives. In many domains, triangulation involves four components: (1) method triangulation, (2) researcher triangulation (if the research is conducted in groups), (3) data source triangulation, and (4) theory triangulation (Flick, 2004) (Denkin, 2007) (Alasuutari et al., 2008).

RESULT AND DISCUSSION

The construction of numerous kinds of educational institutions with international names necessitates the use of strategic management, which was first employed in the business sector. This is shown as an anticipatory move toward new problems in establishing and preserving the Institute's existence in order to make it more competitive in the midst of competition. Strategic management includes the concept of quality improvement, so that later humans with quality human resources can be generated in accordance with the needs of the times. As a result, the analysis of organizational growth dimensions is based on strategic management theory as a foundation for the study concept.

As stated in the beginning, the analysis study is a sub-discussion of strategic management, particularly the SWOT analysis. The use of information to identify the organization's internal and external elements (strengths, weaknesses, opportunities, and problems) is a method of analysis. Nawawi, (2012) and Gürel & Tat, (2017) agree on a definition of strategic management as a process or series of fundamental and comprehensive decision-making activities, accompanied by determining how to implement them, made by top management and implemented at all levels within an organization to achieve goals. In the context of education, four general strategies are used to achieve long-term quality, namely (1) educational activities-as a long-term investment-; (2) adaptation of vocational education models and technology transformation of developed countries with the creation of highly skilled human resources-mastering technology; (3) the higher education system as a support for superior human resources; and (4) these efforts must be coordinated with autonomy rights, duties, and a more expansive role for private, social, and communal institutions (Hitt, 2007; Armstrong & Brown, 2019).

The problem is analyzed using a SWOT analysis technique. The steps in the SWOT analysis process for educational institutions are as follows: (1) understanding the strength factors of educational organizations; (2) identifying the weaknesses in educational organizations in comparison to external strengths; (3) predicting the strength that the organization must have in order to compete to seize opportunities by formulating strategies; and (4) by predicting the weaknesses in educational organizations. If the threat is not imminent, policymakers do not need to exhibit "defeatist" qualities that dominate their thinking.

Policymakers must develop skills and forecast educational changes that will occur in the external environment; policymakers must capitalize on opportunities by selecting various critical variables and important sources of environmental information; and understand and assess how forecasting approaches will be integrated.

Figure 1. SWOT Matrix in SMP-BP Management.



Farazmand, (2018) Fischer, et al., (2007) and Fattah, (2013) explain the SWOT matrix idea, which includes: (a) competition strategy (S-O); (b) mobilization strategy (S-T); (c) investment/divestment strategy (W-O); and (d) damage control strategy (W-T).

The study's findings provide analysis. To begin, a competitive strategy is a strategy that employs strength to capitalize on possibilities. When the institution is in a good position and there are numerous opportunities, this technique can be implemented. In terms of opportunities, the SMP-BP program is a strategic program that has the potential to increase the quality of scientific education in schools.

The second mobilization strategy (S-T) is one that relies on strength to overcome threats. This technique is used if the school has sufficient strength, but there are numerous threats that must be dealt with outside. Increasingly fierce competition has forced pesantren schools to clean up, including the reconstruction of the current curriculum. The strength of SMP in the purview of pesantren is that learning time is not restricted to formal hours but extends beyond the classroom. The system's benefits can be leveraged to improve a variety of factors, particularly the quality of science learning. It may be said that the BP SMP program was successful based on the research results. In terms of research, SMP-BP in Sabang can demonstrate its capabilities through achievements at city-level science competitions. Meanwhile, two other locations are undergoing renovations.

Third, the investment or investment (W-O) strategy is one that reduces weaknesses in order to capitalize on opportunities. In other words, the school takes use of available possibilities to strengthen itself. This technique is used when the school is in poor condition yet there are numerous opportunities accessible. SMP-flaw BP's is in the selection system, because it still promotes tolerance in student admittance, causing the student selection system to run inefficiently. This has an impact on the educational process. To prepare for this, the school management organized a series of programs to aid in the execution of the SMP-BP program. Internal school investment activities might be carried out. For example, routine evaluation and practice of microteaching science professors. This program series is capable of identifying school deficiencies and turning them into opportunities.

The four-damage control (W-T) tactics minimize weaknesses while avoiding threats. Schools must suppress both weaknesses and dangers as part of this strategy.

This technique should be employed when the school is under attack and in poor condition. The fear of competition cannot be avoided; in this situation, the school administration interacts with parties in addition to implementing numerous improvement initiatives established by SMP-BP. Some of them are working with other organizations to implement curriculum, pedagogical, and educational workshops to teach science teachings. Strategic Management must be implemented in order to identify and capitalize on the organization's strengths and overcome its hurdles and limitations (Zollo, 2009). The dimensions under consideration are grouped into four categories:

Dimensions of Resource Utilization

Strategic management cannot be separated from the ability to use diverse available resources as a management activity. so that it is incorporated into the management function and contributes to the attainment of the targets specified in each Operational Plan (RENOP). Goals are achieved by a mission to realize the organizational vision (of the school) (Armstrong, 2011).

Existing resources are made up of material resources, most notably facilities and infrastructure. Financial resources in the form of program-specific funding, human resources, technological resources, and information resources (Mondy, 2008). All of these resources are classified as internal resources, which must be identified with their precise conditions in the framework of self-evaluation (internal analysis).

Table 1: SMP-BP Utilization Components Comparison Matrix

Component	SMPS - BP Sabang City	SMPS - BP Gayo Lues Reg.	SMPS - BP Southeast Aceh Reg.
Financial Resources	Good	Good	Prospective
Human Resources	Prospective	Standard	Less
Technology Resources	Good	Good	Good
Information Resources	Good	Good	Good

According to the table 1 above, each school is in a good category in terms of financial resources; however, the SMP-BP Darul Amin, which is now developing, has an economic edge due to the business unit it is establishing. This is inextricably linked to the involvement of pesantren in supporting SMP, which is fundamentally under the aegis of the pesantren, so that whatever the pesantren benefits are also SMP benefits and vice versa.

Darul Amin is found insufficient in terms of resource analysis based on the criteria of the Constitution on teacher competency. The phenomena that arise is that, despite having the biggest number of junior high school students in the district, the teaching staff has not reached the standards for the field in which they are capable. According to the provisions of the National Education System Constitution, human resources as executors must be professional employees with comprehensive knowledge and, most importantly, a strong commitment to morals and/or ethics not to use strategic management for the advantage of themselves or groups (Soebahar, 2012).

The advancement of science and technology has resulted in changes in nearly every element of human life, with many challenges that can only be solved by mastering and advancing science and technology. Aside from the benefits to human

existence, these innovations have also ushered humanity into an era of increasingly severe global rivalry.

The analysis of the three Islamic boarding schools' technology resources is in a strong condition. This statement is inextricably linked to the attention of the local government, which gives aid in the form of material, operational, or physical help. SMP-BP is an abbreviation for SMP-Based Darul Amin is overseen by the Aceh Dayah Education Office, while Al Mujaddid is directly associated with the Sabang City Government. The fulfillment of technological resources is followed by a linear analysis of information sources.

Strategic management in educational organizations necessitates the participation of all individuals concerned, which has an impact on increasing a sense of belonging, responsibility, and involvement (sense of participation).

Dimensions of Top Management Participation (Leadership)

Strategic Management, which begins with the creation of a Strategic Plan, is in charge of the organization's future in order for its existence to be achieved in accordance with its vision. The strategic plan must be able to accommodate all parts of organizational life that affect its future existence, which is top management's authority and obligation. Strategic planning, as the primary decision, must not only be determined by including, but must also be carried out proactively by top management, as all activities to make it happen are their responsibility.

Table 2: Comparison of Junior High School Principal Leadership Style Matrix-BP

Schools	City / Regency	Characteristics of Leadership Style
SMP-BP Al Mujaddid	Sabang	Participative and Democratic
SMP-BP Shalahuddin	Gayo Lues	Charismatic and Participative
SMP-BP Darul Amin	Aceh Tenggara	Transformative and Corporative

The leadership style of each principal is identified in the table above, which is impacted by numerous socio-cultural elements in the community and educational background. The distinction between different leadership traits in each work unit adds its own value. The implementation of a participatory and democratic leadership style at SMP-BP Al Mujaddid is due to the fact that the leadership is still young, thus they are actively participating in all operational actions in the field. Saladin, in contrast to SMP-BP, is more charismatic. Meanwhile, when he observes the quick expansion of business units and supporting facilities, Darul Amin is cooperatively transformational. (Anwar, 2021) (Mukhtar, et al., 2019) He has been able to establish pesantren business units in the domains of cooperatives, fisheries, and plantations over the last five years.

Strategic management also works to combine the mentality that success is not just for top management, but for the organization's integrity and even for the people it serves (Pasaribu, 2016). Because human resources are a reality, increasing the quality of leadership must be done in a planned, directed, intensive, effective, and efficient manner in the development process (Anwar et al., 2021).

Effective leadership fosters deep ties with the community. In addition to serving as a religious leader (Ustadz), it assists school principals in recruiting pupils and socializing school education programs. Educational program socialization can be carried out aggressively and sustainably. This has a significant impact on influencing and modifying the view of Acehnese society, which is still conservative (difficult to accept reform). Although de jure leadership has the ability to formally declare

boundaries, organizations have the ability to approve them. In a stable educational institution, one person may belong to numerous groups, and for each group, transition rules from out-of-entry must be established. It is different if the school has a state status with rules outlined in the Constitution. (c) the process of managing the position of power and sustaining the status of organizational members; (d) the development of friendships, norms, and habits inside the organization; (e) the organization's current reward and punishment system; (f) the organization's technique - employing religion, ideology, belief, and myth to explain other variations, such as changes in organizational conditions.

Dimensions of Multiple Fields

Strategic management implementation is founded on a knowledge of the company as a system. (Prasetyo, 2019) Being a subordinate (the school is a subordinate of the P&K Office) implies that they do not have complete authority over the vision, mission, goals, and strategies. Schools are exclusively responsible for compiling RENOP and annual programs. It is evident from this description that the RENSTRA and RENOP are multi-dimensional, especially since the RENSTRA formulation is only carried out in a large number of non-profit organizations, including the highest education. With so many dimensions, it's natural to think that not all of them can be accommodated.

This has been governed in the context of educational institutions, particularly in the country, through the associated Education Office. It differs from private educational institutions, such as schools utilized as research locations, which do require an adaptation process in order to fulfill components of institutional formalization. An educational organization's superiority must be tested and appraised by employing certain tactics in carrying out management functions and completing key duties. The benefits of strategic management for the organization are known as a result of these measurements and the full implementation process.

It is recognized that strategic management determination in educational organizations is very important, because strategic management has many benefits. For example, strategic management emphasizes the internal-external analysis of the organization in formulating and implementing organizational plans. Second, strategic management entails making strategic judgments and taking strategic activities in order to attain organizational goals. As stated by Obal, Morgan, & Joseph, (2020) and Keupp (2012), each unit and/or work unit will strive for excellence in its field in order to strengthen organizational excellence.

Strategic management in educational organizations is concerned with totality management. Dimensional analysis offers the benefits of employing strategic management, which can be measured using the following benchmarks: First, profit; these benefits suggest that all labor is done successfully and efficiently, with the use of an efficient and appropriate budget, in order to obtain profit in the form of no waste. Second, a competitive advantage can be found in the existence of schools that are accepted, respected, and required by the community. The product (mission: quality of graduates) that satisfies the people it serves is the source of this competitive mentality.

Third, ethics and social responsibility, which demonstrates the relevance of ethics in work. Schools are community institutions that attempt to keep the community stable. In order to achieve this, ethics and a high level of social responsibility must be instilled in the education service process. by consistently putting societal interests ahead of selfish interests. The benchmarks for excellence are defined by the school's

community relationship-building strategy. The collaboration between the school and the community in creating the organization and optimally implementing strategic management demonstrates the success of the connection. In essence, the benefits listed above can be realized, and the end result will help the community as well.

Fourth, the working atmosphere; this criterion demonstrates that formal and informal work interactions are formed as part of an organizational culture founded on human values. Every human resource, as an individual and a member of the educational organization, manifests a harmonious formal and informal relationship between personnel in accordance with their respective positions, authorities, and responsibilities within and outside of working hours in the educational organization's culture.

Fifth, technological excellence; all major activities are completed easily in the manner of public services that are completed fast and on time. Quality is determined by the originality and complexity of the activities that must be accomplished at a low level, because it is capable of adapting to technological breakthroughs and breakthroughs. The findings of Zain et al (2004) and Macharis, et al, (2004) studies back up this formula.

Sixth, human resource excellence; in an educational institution, an organizational culture is formed those positions persons as a major factor, or determining resource, for organizational success. As a result, the owned human resources are constantly being developed and improved in terms of knowledge, skills, competence, and attitudes toward their work as student service providers. Simultaneously, the ability to solve problems encountered by schools in the present and foresee difficulties that may come as a result of globalization in the future is established. Guy's (2010) Chan & Sam, (2011) research led to the development of this recipe.

The seventh indication is high productivity suggests that the number of jobs (quantitative) that can be accomplished tends to increase. Errors or faults in work are diminishing, and the quality of the outputs is improving, and most significantly, the process and outcomes of providing public services (students and society) are meeting their expectations. The development of these indicators is consistent with the findings of Campos et al (2015) and Hopkins, Raymond, & Carlson, (2011).

Strategies that will be executed, with or without affecting the benefits that the organization will gain. Strategic management, as a new paradigm in educational organizations, can stimulate proactive participation by all stakeholders in accordance with their particular roles, powers, and responsibilities.

Based on the preceding overview of the advantages and benefits of strategic management, it is important to recognize that its adoption in an educational organization is not a guarantee of success. According to the research of Seftiani et al, (2018) and Sobhani, (2007), success is dependent on human resources or implementers rather than Strategic Management as a means.

This indication is consistent with the conceptual research of Armstrong & Brown, (2019) and Hancock and Nuttman (2014). Due to the uncertain changing conditions that push schools to continue to pursue sustainable and innovative development efforts, the conditions for attaining these benefits are still confronting different problems for SMP-BP.

The current aggressive attitude of educational organizations is quick and consumptive. Meanwhile, to conduct reasonably consistent strategic management with the durability of funds and the system being constructed. In this situation, it is necessary to be able to strike a balance between the organizing school's readiness and

the government's willingness to provide adequate funds / budgets, as well as to explore and regulate the use of other resources, such as parents, communities, loans, and non-binding assistance.

Figure 1: Novelthy of the Research

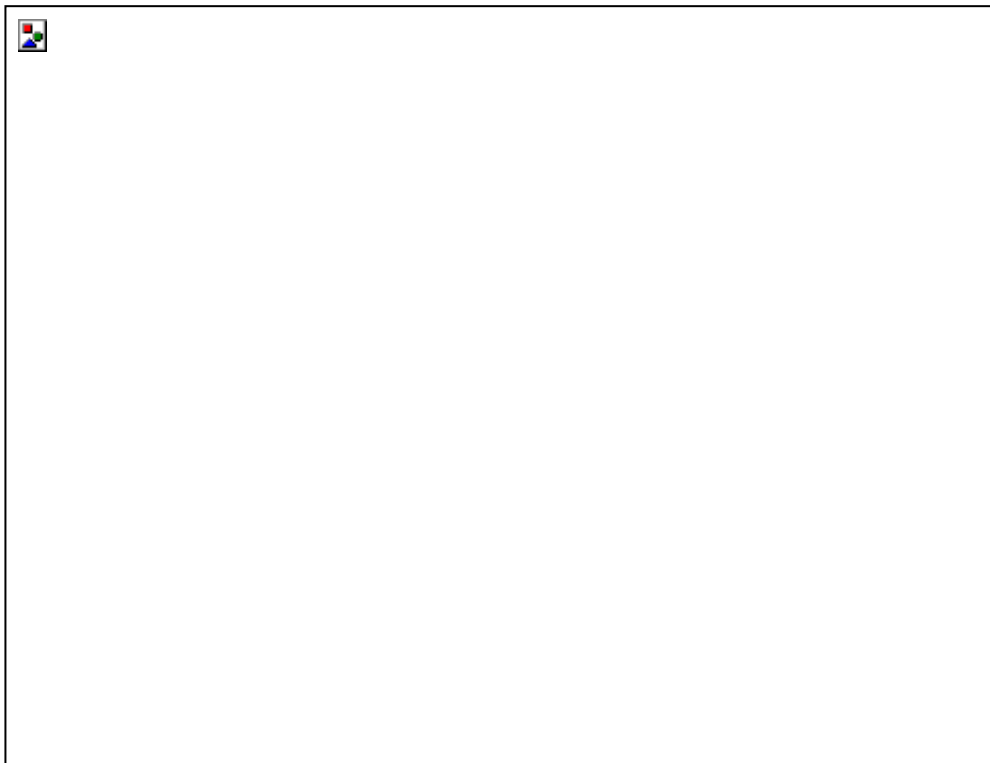


Figure 1 depicts the evaluation process using dimensional analysis and the SWOT analysis theory. The study is separated into two parts: first, an internal analysis covering human resource productivity and excellence; in this context, the institution's attention is on profitability, competitive position, teacher competence, ethics, and social responsibility. Second, the external study looks at the working environment and technological systems. Evaluative studies are conducted in the areas of resource use, participation of top management, and multi-sector management. It is envisaged that by using dimensional analysis, it will be possible to build Islamic educational institutions that are of high quality and competitive.

It is envisaged that by using dimensional analysis, it will be possible to build Islamic educational institutions that are of high quality and competitive. Through the research findings, pesantren institutions are able to develop policies that are implemented in the system in the hope that (1) teachers will continue to have high ideals in carrying out education and teaching; (2) school administrators will be able to be independent, not relying on other parties, particularly school organizations; (3) teachers will be able to be independent and not rely on other parties, especially school

organizations, and (4) in order for students to function maximally not only in the scientific field, but also in the fields of morals, mental attitudes, and spiritual *ubudiyah*.

The problems faced by Madrasah are managerial problems (Alawiyah, 2014) so that an effective development strategy is needed referring to the output market (Prasetyo, 2019). An effective madrasah development model is data-based using SWOT analysis so that the resulting policies are relevant to the problems at hand, the urgency is in line with research (Helms & Nixon, 2010) and Gürel & Tat, (2017). Referring to the concept of pesantren, building the idealism of HR (teachers) based on Islamic values is fundamental (Mukhtar, 2020). In order to be competitive, schools can optimize the role of technology and a conducive work climate as the findings are strengthened by research studies by Abdullah, (2019) Ismail Wardi, (2019).

The scientific dichotomy that occurred in Indonesia shaped schools and madrasah system. However, modernization carried out by religious institutions, including madrasah and pesantren, is increasingly eroding this, this is proven by the integration of the formal school system in pesantren education. On the other hand, school administrators are open to collaborating with pesantren as proven by the existence of a pesantren-based junior high school system. The spirit of collaboration practiced by SMPS AlMujaddid, SMPS Darul Amin, and SMPS Sholahuddin has an impact on improving the quality of education, especially in the province of Aceh. The implication is that the SMP-BP development model can be expected as an example of development in other schools, especially for managers who consider the pesantren concept as the old and outdated concept.

CONCLUSION

The research study refers to four dimensions: the parameters of employing four sources, the dimensions of top management engagement (leadership), and the dimensions of multi-sector participation. The findings revealed that teachers had high ideals; that pesantren managers have independence in management; that the independence of the teacher so as not to be independent and dependent on institutions, even sacrificing for the benefit of the organization; and improving student accomplishment not only in one scientific discipline, but also in morality and mental attitudes, as well as spiritual *ubudiyah*.

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AUTHOR CONTRIBUTION STATEMENT

Muhammad Anggung Manumanoso Prasetyo (MAMP) was the main author in this article. MAMP has designed research and collected the data. Then Khairul Anwar (KA) and Nova Asvio (NA) conducted analysis of the data obtained. Furthermore, this research can be completed properly. Khairul Anwar (KA) and Nova Asvio (NA) whose help editing the manuscript.

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