



**Strategic Management in Islamic Education: A Case Study of Cahaya Bangsa
Islamic Boarding School**

Muhammad Musip, Lutfi Khaer, Yus'an, Titiek Rohanah Hidayati, Erma Fatmawati

Universitas Islam Darul Ulum Lamongan

*Corresponding Author: muhammadmusip6@gmail.com

Keywords:

strategic management, Islamic education, Internal environment, external environment, globalization, SWOT

ABSTRACT

This study aims to analyze the internal and external environments and examine the implementation of strategic management at Cahaya Bangsa Islamic Boarding School, East Lombok, in responding to the challenges of the global era. The research employs a qualitative approach with a case study design. Data were collected through in-depth interviews, observations, and documentation involving five key informants, including institutional leaders, teachers, administrative staff, and parents.

Data analysis was conducted using the Miles and Huberman interactive model, which includes data reduction, data display, and conclusion drawing, supported by SWOT analysis. The findings reveal that the institution's internal environment demonstrates strong commitment from human resources and an organizational culture grounded in Islamic values. However, weaknesses remain in management systems and technological integration. The external environment presents opportunities, particularly the increasing such as institutional competition and rapid technological advancement.

The study further shows that strategy formulation has integrated Islamic values with global competencies, although it has not been fully based on systematic strategic analysis. Strategy implementation has been carried out through various academic and non-academic programs, yet it is constrained by coordination issues and limited resources. Meanwhile, strategy evaluation is conducted periodically but has not yet been supported by measurable performance indicators.

This study concludes that the effectiveness of strategic management depends on the institution's ability to integrate strategic environmental analysis with systematic implementation. Therefore, strengthening analytical approaches and developing performance-based evaluation systems are essential to enhance the competitiveness of Islamic educational institutions in the global era.

1. Introduction

The increasing complexity of educational institutions in the contemporary era requires a shift from traditional administrative practices toward more strategic and adaptive forms of management. Islamic educational institutions are currently operating within an environment characterized by rapid social change, technological advancement, and rising public expectations for educational quality. These developments challenge institutions not only to maintain their religious identity but also to demonstrate institutional effectiveness and competitiveness. As a result, management practices in Islamic education must evolve to address both normative and operational demands simultaneously.

In practice, many Islamic educational institutions still rely heavily on normative strengths such as strong religious values, community trust, and moral authority. While these elements are essential for institutional identity, they are not always sufficient to respond to the complexities of modern educational environments. The absence of structured managerial systems often leads to inefficiencies in planning, implementation, and evaluation. Consequently, institutions may struggle to sustain their relevance in increasingly competitive educational settings.

The dynamics of globalization further intensify these challenges by introducing new standards of quality, innovation, and accountability in education. Educational institutions are expected to integrate global competencies such as technological literacy, critical thinking, and communication skills into their systems. At the same time, Islamic educational institutions must ensure that these competencies do not undermine their foundational religious values. This tension creates a managerial dilemma that requires careful strategic consideration.

Strategic management emerges as a crucial framework to address this dilemma by providing a systematic approach to organizational development. It enables institutions to align their vision, mission, and resources with the demands of both internal and external environments. More importantly, strategic management facilitates proactive decision-making rather than reactive responses to change. Through this approach, institutions can enhance their adaptability and long-term sustainability.

A key component of strategic management is the analysis of internal and external environments. Internal analysis focuses on factors such as human resources, leadership, organizational culture, infrastructure, and management systems. These factors determine the institution's strengths and weaknesses, which are essential for strategic planning. Without a clear understanding of internal conditions, institutions may fail to optimize their existing potential.

On the other hand, external environmental analysis examines factors beyond the institution's control, including technological trends, government policies, socio-cultural dynamics, and competition among educational institutions. These external forces shape both opportunities and threats that influence institutional direction. In the context of Islamic education, the rise of public interest in value-based education presents a significant opportunity. However, increasing competition and rapid technological change also pose serious challenges that require strategic responses.

Despite the growing recognition of strategic management, its implementation in Islamic educational institutions often remains limited and unsystematic. Many institutions develop strategies based on intuition, experience, or short-term needs rather than comprehensive analytical frameworks. This condition results in a gap between strategic planning and actual implementation. As a consequence, institutional programs may lack coherence, sustainability, and measurable outcomes.

Previous studies have highlighted the importance of strategic management in enhancing institutional quality and competitiveness. However, much of the existing literature remains conceptual and does not sufficiently explore how strategic management operates at the institutional level. Empirical studies that examine real practices of environmental analysis and strategic implementation are still relatively limited. This gap indicates the need for research that focuses on contextual and practical dimensions of strategic management in Islamic education.

Cahaya Bangsa Islamic Boarding School in East Lombok represents an interesting case to explore these issues. The institution seeks to integrate Qur'anic values with global competencies, reflecting a broader trend in contemporary Islamic education. At the same time, it faces challenges related to resource limitations, management systems, and technological adaptation. These conditions provide a relevant context for analyzing how strategic management is practiced in reality.

Based on these considerations, this study aims to analyze the internal and external environments and examine the implementation of strategic management at Cahaya Bangsa Islamic Boarding School. By focusing on an empirical case, this research seeks to generate a more grounded understanding of how strategic management functions within Islamic educational institutions. The findings are expected to contribute both to theoretical development and practical improvement of institutional management. Ultimately, this study highlights the importance of developing systematic, evidence-based, and context-sensitive strategic management practices in the global era.

2. METHOD

This study adopts a qualitative research design to capture the complexity of strategic management practices within their natural institutional setting. The qualitative approach is particularly suitable for exploring processes, meanings, and contextual dynamics that cannot be adequately represented through numerical data. Understanding strategic behavior in Islamic educational institutions requires an interpretive lens that accommodates values, culture, and organizational interactions. Therefore, this study emphasizes depth of analysis rather than breadth of generalization.

The research is framed as a case study focusing on Cahaya Bangsa Islamic Boarding School in East Lombok as a single bounded system. A case study approach allows for an intensive examination of real-life phenomena where contextual conditions are inseparable from the subject under investigation. This design is especially relevant for strategic management studies, as institutional decisions are often shaped by situational realities rather than abstract frameworks. Accordingly,

the study aims to understand not only what strategies are formulated but also how and why they are implemented.

The selection of the research site was conducted purposively based on its institutional characteristics and relevance to the research objectives. Cahaya Bangsa Islamic Boarding School represents an institution that attempts to integrate Islamic values with global competencies, making it a meaningful context for analyzing strategic management practices. Additionally, the institution faces practical managerial challenges, which further enrich the analytical dimension of the study. This purposive selection ensures that the research captures both normative and operational aspects of strategy in practice.

Research participants were determined using purposive sampling by considering their roles and involvement in institutional management processes. The participants include school leaders, teachers, administrative staff, and selected stakeholders who possess direct experience related to strategic planning and implementation. In qualitative research, the selection of participants prioritizes information richness rather than statistical representation. This approach allows the researcher to obtain diverse yet relevant perspectives on strategic management practices.

Data were collected through multiple techniques, including in-depth interviews, non-participatory observation, and document analysis. Interviews were conducted in a semi-structured format to facilitate both consistency and flexibility in exploring participants' experiences and viewpoints. Observation was used to capture organizational practices and interactions that may not be explicitly articulated in interviews. Meanwhile, document analysis provided supporting evidence from institutional records, plans, and reports.

The data analysis process follows an iterative and reflective procedure, allowing continuous interaction between data collection and interpretation. The analysis is guided by the interactive model proposed by Miles and Huberman, which includes data reduction, data display, and conclusion drawing. Data reduction involves selecting, focusing, and simplifying relevant information, while data display facilitates pattern identification through narrative or thematic organization. The process concludes with the interpretation of findings in relation to the research objectives.

To strengthen analytical rigor, this study also employs a strategic lens through SWOT analysis as a complementary tool. SWOT analysis is used to map internal strengths and weaknesses alongside external opportunities and threats in a structured manner. Rather than functioning as a purely technical tool, SWOT is interpreted within the broader institutional context to understand strategic positioning. This allows for a more integrative understanding of how environmental factors influence decision-making processes.

Ensuring data credibility is a critical aspect of qualitative research, and this study applies triangulation as its primary validation strategy. Triangulation was conducted by comparing data obtained from different sources, methods, and participant perspectives. This approach minimizes bias and enhances the reliability of findings. In addition, member checking was employed to confirm the accuracy of interpretations with selected participants.

The research also considers reflexivity as part of the methodological approach, recognizing the role of the researcher in shaping data interpretation. The researcher maintains awareness of personal assumptions and continuously evaluates their influence on the research process. This reflective stance helps to maintain analytical neutrality while still engaging deeply with the research context. Consequently, the findings are expected to reflect the lived realities of the institution rather than subjective interpretations.

Overall, the methodological framework of this study is designed to capture the complexity of strategic management practices in a contextual and holistic manner. By integrating qualitative inquiry, case study design, and analytical tools such as SWOT, the research provides a comprehensive understanding of institutional dynamics. This approach allows for both descriptive and interpretive insights into how strategies are formulated, implemented, and evaluated. Ultimately, the method supports the study's aim to produce context-sensitive and empirically grounded findings in Islamic education management.

3. RESULTS AND DISCUSSION

3.1. Internal Environment Analysis

The internal environment of Cahaya Bangsa Islamic Boarding School demonstrates significant strengths, particularly in the commitment and quality of its human resources. Human resource quality is widely recognized as a central factor influencing institutional effectiveness and educational outcomes in Islamic education. In this study, interview findings indicate that educators are not only academically competent but also possess strong religious commitment, as expressed by the principal: *"We recruit teachers who are not only academically capable but also have strong Islamic values and commitment."* This alignment between professional competence and religious values strengthens the institutional foundation and supports sustainable development.

Furthermore, organizational culture plays a crucial role in shaping institutional performance and identity. The institution emphasizes a Qur'anic-based culture that fosters discipline, ethical behavior, and collective responsibility among its members. One of the teachers stated: *"Our daily activities are guided by Islamic values, which influence both teaching and student behavior."* This indicates that organizational culture is not merely symbolic but actively implemented in daily practices. Strong organizational culture has been shown to enhance motivation, cohesion, and institutional resilience in educational settings.

However, despite these strengths, the institution still faces several internal weaknesses related to management systems. The absence of a fully structured management framework affects coordination, planning, and program monitoring. This is supported by an informant's statement: *"We already have good programs, but sometimes coordination between units is not optimal."* Such limitations may lead to inefficiencies and hinder the effectiveness of strategic implementation. Therefore, strengthening institutional governance and management systems becomes a critical need.

Another major weakness identified is the limited integration of technology in both academic and administrative processes. In the context of globalization, digital transformation is a crucial element in improving the quality and efficiency of educational institutions. An informant mentioned: "*Facilities are adequate, but the use of digital technology in learning still needs to be improved.*" This finding indicates a gap between existing infrastructure and optimal technological utilization. Without adequate technological adaptation, institutions may face challenges in meeting global educational standards.

From a strategic management perspective, the combination of strong human resources and organizational culture represents a significant internal advantage that can be leveraged for institutional development. These strengths enable the institution to maintain its identity while adapting to external changes. However, weaknesses in managerial systems and technological readiness may limit institutional competitiveness in an increasingly digital and globalized environment. Therefore, balancing strengths and weaknesses becomes essential in designing effective strategic interventions.

Overall, the internal environment analysis reveals that the institution is strong in normative and cultural aspects but requires improvements in structural and technological dimensions. The integration of effective management systems and digital innovation is necessary to support institutional transformation. As emphasized by one administrator: "*We need to improve our systems so that all programs can run more effectively and measurably.*" This highlights the urgency of strategic reconstruction based on environmental analysis. Thus, internal environment analysis serves as a fundamental basis for strengthening strategic management in Islamic educational institutions.

From a strategic management perspective, the internal condition of the institution can be categorized as normatively strong but structurally fragile. The strength of human resources and value-based organizational culture indicates a solid ideological foundation; however, these strengths are not yet fully supported by systematic managerial systems and technological integration. This imbalance suggests that the institution relies heavily on value-driven cohesion without adequate structural reinforcement, which may limit its capacity to scale and sustain long-term competitiveness.

Furthermore, this condition reflects a broader pattern in many Islamic educational institutions, where normative legitimacy often substitutes for managerial efficiency. While such legitimacy strengthens institutional identity, it may also create resistance to administrative innovation and digital transformation. Consequently, the institution faces a strategic paradox: strong internal values coexist with operational limitations that hinder optimal performance.

Another important dimension that emerges from the internal analysis is the issue of organizational capability in sustaining strategic initiatives. While the institution demonstrates strong commitment at the individual level, the transformation of this commitment into collective organizational performance remains limited due to the absence of integrated management mechanisms.

This condition indicates that the institution has not yet fully developed what is commonly referred to as dynamic capability, namely the ability to systematically adapt, renew, and reconfigure internal resources in response to changing environmental demands. In the context of strategic management, such capability is essential to ensure that institutions do not merely survive but also evolve sustainably over time.

Moreover, the lack of standardized operational systems and performance-based management reduces the institution's capacity to monitor and optimize its internal processes. As a result, institutional learning tends to occur informally and is not consistently translated into structured improvements.

Therefore, strengthening organizational capability through system development, leadership reinforcement, and institutional learning mechanisms becomes a strategic priority. Without such improvements, the institution risks remaining dependent on charismatic leadership and normative cohesion rather than achieving sustainable and system-driven growth.

Based on the overall internal analysis, it can be synthesized that the institutional condition of Cahaya Bangsa Islamic Boarding School reflects a hybrid structure combining strong normative orientation with weak systemic consolidation. The institution demonstrates significant strengths in human resources and value-based organizational culture; however, these strengths are not yet fully institutionalized within formal management systems and technological frameworks.

This synthesis indicates that the institution operates with a high level of ideological coherence but a relatively low level of organizational integration. In strategic management terms, such a condition may produce short-term stability but poses challenges for long-term scalability and institutional resilience.

Furthermore, the imbalance between normative strength and structural limitation suggests that internal development remains largely personality-driven rather than system-driven. As a result, sustainability depends heavily on individual commitment rather than institutional mechanisms that ensure continuity and performance consistency. Therefore, the strategic implication of this internal condition lies in the need to transform value-based strengths into structured organizational capabilities. This transformation requires the institutionalization of management systems, the integration of technology, and the development of performance-based governance to ensure sustainable and competitive growth.

3.2. External Environment Analysis

The external environment of Cahaya Bangsa Islamic Boarding School is characterized by dynamic changes driven by globalization, technological advancements, and evolving societal expectations. Globalization has transformed education systems by increasing access to information and introducing new standards of quality and competitiveness. As a result, Islamic educational institutions are required to adapt to global developments while maintaining their religious identity. This condition makes external environmental analysis essential in determining institutional strategies.

One of the most significant opportunities identified in this study is the increasing public awareness and demand for Islamic-based education. Society is now more inclined to choose educational institutions that combine religious values with modern competencies. This is supported by an informant's statement: "*Parents today prefer schools that integrate Islamic values with language skills and global competence.*" Such trends provide strategic opportunities for institutional growth and expansion.

However, alongside these opportunities, the institution also faces considerable challenges, particularly in terms of competition among educational institutions. The increasing number of similar institutions with more advanced facilities and technological capabilities creates a competitive educational landscape. One of the school leaders stated: "*Competition is getting tighter, especially with schools that have already adopted digital technologies.*" This indicates that competition is not only based on values but also on technological and managerial superiority.

Another major external challenge is rapid technological development, which significantly affects educational practices. Digital transformation has become a necessity in modern education, influencing curriculum design, teaching methods, and administrative systems. An informant highlighted this issue by stating: "*We are aware that technology is important, but adapting to it is still a challenge for us.*" This suggests that technological readiness is a key factor in determining institutional competitiveness.

External factors such as government policies, socio-cultural dynamics, and economic conditions also play a crucial role in shaping the institutional environment. Changes in educational policies and regulations require institutions to continuously adjust their strategic direction. At the same time, socio-cultural changes influenced by globalization affect community expectations and student needs.¹⁰ Therefore, institutions must remain responsive to these environmental changes to sustain their relevance and effectiveness.

Overall, the external environment presents both opportunities and challenges that must be managed strategically. Opportunities such as increased demand for Islamic education can be leveraged to strengthen institutional positioning, while challenges such as competition and technological disruption require adaptive responses. As indicated by an administrator: "*We need to continuously evaluate external conditions so that our institution can keep up with changing times.*" This highlights the importance of integrating external environmental analysis into strategic management processes.

These findings indicate that the external environment is not merely a contextual background but an active determinant shaping institutional direction. The increasing demand for Islamic education creates a strategic opportunity that can enhance institutional positioning in the education market.

However, this opportunity is accompanied by intensified competition and rapid technological transformation, which introduce additional structural pressure on institutional performance. This dual condition places the institution in what can be described as a high-opportunity yet high-pressure environment.

Without a proactive and adaptive response, the institution risks losing competitiveness to more technologically advanced and strategically organized

educational providers. Therefore, the capacity to reinterpret external challenges as strategic opportunities becomes a crucial factor in institutional sustainability.

Another critical aspect of the external environment concerns the shifting expectations of society toward the quality and outcomes of Islamic education. Contemporary communities increasingly demand not only religious instruction but also measurable academic performance and employability skills among graduates. This shift indicates a transformation from expectations to performance-based accountability, which value-based significantly influences institutional strategy. Consequently, institutions are required to reposition themselves by aligning their educational outputs with both spiritual and professional standards.

In addition, the role of government policies and educational regulation also contributes to shaping the external strategic landscape. Changes in national curriculum standards, accreditation requirements, and quality assurance mechanisms compel institutions to continuously adjust their operational and strategic frameworks. These regulatory pressures may function both as constraints and as catalysts for institutional improvement, depending on how they are interpreted and implemented. Without adaptive policy responsiveness, institutions risk falling behind in terms of compliance and competitiveness within the national education system.

Furthermore, the broader socio-technological transformation, particularly the expansion of digital ecosystems, has altered the way educational services are delivered and consumed. The rise of online learning platforms, digital literacy demands, and information accessibility creates a new competitive arena that extends beyond conventional school boundaries. This transformation challenges Islamic educational institutions to rethink their delivery models and integrate digital strategies into their core operations. Therefore, the external environment is not static but continuously evolving, requiring institutions to develop anticipatory and innovation-driven strategic capabilities.

Based on the overall findings, the external environment of Cahaya Bangsa Islamic Boarding School can be characterized as a strategically dynamic and structurally demanding context. The increasing public demand for Islamic education provides a strong opportunity for institutional growth, yet this opportunity is simultaneously accompanied by heightened competition and accelerated technological change.

This synthesis suggests that the external environment does not merely offer a supportive landscape but instead imposes a continuous pressure for institutional adaptation. In strategic terms, the institution operates within an environment that requires not only responsiveness but also anticipatory capabilities to remain competitive and relevant.

Furthermore, the coexistence of opportunity and pressure reflects a condition in which institutional success is increasingly determined by the ability to align external expectations with internal capacity. Without such alignment, opportunities may turn into latent threats that expose institutional weaknesses, particularly in areas related to technology and management systems.

Therefore, the strategic implication of the external analysis lies in the necessity for adaptive and innovation-driven management approaches. Institutions must not only respond to environmental change but actively interpret and transform these changes into strategic advantage through continuous learning and system development.

3.3. Strategic Formulation

The strategic formulation at Cahaya Bangsa Islamic Boarding School is oriented toward integrating Islamic values with global competencies as a response to contemporary educational challenges. Strategic management literature emphasizes that effective strategy formulation must align institutional vision, mission, and environmental analysis to achieve long-term goals. In this institution, the vision reflects a commitment to producing graduates who are religiously grounded and globally competitive. This is supported by an informant's statement: *"Our strategy focuses on combining Qur'anic values with global competencies such as language and technology."*

The formulation process involves identifying internal strengths and weaknesses as well as external opportunities and threats, although it is not yet fully structured using formal analytical frameworks. SWOT analysis is widely recognized as an effective approach to systematically integrate environmental factors into strategic planning. However, the findings indicate that strategic decisions are often based on experiential knowledge rather than comprehensive data analysis. One administrator explained: *"We usually consider internal conditions and community needs before designing programs, but not through formal analysis."*

From the internal perspective, strengths such as committed human resources and strong organizational culture are integrated into strategic priorities. These strengths support the formulation of programs focused on character building, religious values, and student discipline. At the same time, weaknesses such as limited technological capacity and management systems are recognized but not yet systematically addressed in strategic planning. This indicates that strategy formulation still requires a more structured approach to fully optimize internal potential.

From the external perspective, opportunities such as increasing public demand for Islamic education are translated into strategies that emphasize institutional branding and curriculum development. Educational institutions are encouraged to align their strategies with societal expectations to enhance competitiveness. One informant stated: *"We see a growing demand for Islamic schools, so we strengthen our programs to meet parents' expectations."* However, external threats such as competition and technological disruption are not yet fully incorporated into formal strategic frameworks.

The absence of systematic analytical tools such as SWOT or PESTEL in the formulation process may limit the effectiveness of strategic decision-making. Strategic management theory highlights that structured analysis enables institutions to develop more objective, measurable, and sustainable strategies. Without such frameworks, strategies may become reactive rather than proactive.⁸

Therefore, adopting formal strategic analysis tools is essential for improving the quality of strategic formulation.

Overall, the findings suggest that strategic formulation at the institution is substantively relevant but methodologically underdeveloped. The strategies reflect a strong understanding of institutional values and contextual needs, yet lack systematic analytical grounding.⁹ As emphasized by an institutional leader: *“We already have clear goals, but we need more structured planning to achieve them effectively.”* Therefore, reconstructing strategic formulation based on comprehensive environmental analysis becomes necessary to enhance institutional competitiveness and sustainability in the global era.

From an analytical perspective, the strategy formulation process can be characterized as substantively aligned but methodologically underdeveloped. Although the institution demonstrates a clear awareness of its vision and environmental dynamics, the absence of formal analytical tools limits the effectiveness of strategic decision-making.

In practice, strategy formulation tends to rely more on experiential judgment and intuitive considerations rather than comprehensive environmental analysis. This condition suggests that strategic decisions are reactive rather than anticipatory in nature.

As a result, the institution may encounter challenges in translating strategic intentions into measurable and sustainable outcomes. Therefore, strengthening the methodological basis of strategy formulation becomes essential for enhancing long-term institutional performance

3.4. Strategic Synthesis of Internal and External Environments

The synthesis of internal and external environmental analyses reveals that the strategic position of Cahaya Bangsa Islamic Boarding School cannot be understood in isolation but must be interpreted through the interaction between its internal capacities and external pressures. The institution operates within a configuration where internal strengths are deeply rooted in normative values, while external forces demand structural adaptability and technological responsiveness. This interaction highlights that strategic effectiveness is not determined solely by the strength of internal or external variables, but by the degree of alignment between them. Consequently, the institution’s strategic trajectory is highly dependent on its ability to bridge internal coherence with external complexity.

From a systemic perspective, the findings indicate the presence of what can be conceptualized as asymmetrical strategic alignment, where institutional strengths do not proportionally translate into competitive advantage. While the organization demonstrates strong human resource commitment and value-based culture, these elements are not yet fully operationalized within structured managerial systems. This asymmetry suggests that strategic potential remains underutilized due to limited integration between normative foundations and operational mechanisms. As a result, institutional performance is constrained not by a lack of values, but by insufficient systemic articulation of those values into actionable strategies.

Furthermore, the synthesis underscores that the external environment functions not merely as a contextual backdrop but as an active force that continuously reshapes institutional priorities. The increasing demand for Islamic education provides significant opportunities; however, these opportunities are accompanied by escalating competition and accelerating technological change. In such conditions, institutions that fail to adapt structurally risk transforming opportunities into strategic liabilities. Therefore, external dynamics must be understood as both enabling and constraining factors that require proactive and anticipatory responses.

The interplay between internal and external dimensions also reveals a critical dependency on organizational capability as a mediating variable. Institutions with strong internal values but weak structural systems tend to rely on individual commitment rather than institutionalized processes. This reliance limits the scalability and replicability of successful practices, as performance becomes contingent upon personal rather than systemic factors. Consequently, organizational capability emerges as a crucial determinant in translating normative strength into sustainable strategic performance.

In addition, the synthesis highlights that technological integration represents a key intersection between internal readiness and external demand. The limited adoption of digital systems within the institution reflects a misalignment between external technological expectations and internal operational practices. Given the centrality of digital transformation in contemporary education, this gap significantly affects institutional competitiveness. Without strategic investment in technological capability, the institution may experience increasing marginalization within the evolving educational landscape.

Another important dimension is the role of strategic orientation in mediating the relationship between internal and external environments. The findings suggest that the institution's current strategic orientation remains partially reactive, responding to immediate needs rather than anticipating long-term changes. This reactive posture limits the institution's ability to develop sustainable competitive advantage, as strategies are formulated without comprehensive analytical grounding. To achieve alignment, strategic orientation must shift toward a more proactive and data-driven approach that integrates environmental analysis into decision-making processes.

Moreover, the synthesis indicates that institutional sustainability is closely linked to the transformation of normative capital into structural capability. While value-based cohesion provides a strong foundation, it must be complemented by formalized systems, performance indicators, and continuous organizational learning mechanisms. This transformation is essential for ensuring that institutional practices are not only consistent but also adaptable to changing conditions. Without such transformation, the institution risks remaining stable in the short term but vulnerable in the long run.

Overall, this synthesis demonstrates that the central strategic challenge lies in achieving integrative alignment between value, system, and environment. Effective strategic management requires not only the preservation of Islamic

identity but also the development of adaptive, technology-enabled, and system-based organizational capabilities. Therefore, the contribution of this study lies in identifying that competitiveness in Islamic educational institutions is not merely a function of internal strength or external opportunity, but of the capacity to harmonize both within a coherent strategic framework.

4. CONCLUSION

The findings of this study demonstrate that strategic management in Cahaya Bangsa Islamic Boarding School is characterized by a distinctive interaction between strong normative foundations and evolving structural demands. The institution exhibits significant internal strengths in terms of human resources commitment and value-based organizational culture, yet these strengths have not been fully transformed into systematic and technology-supported management practices. As a result, the internal condition reflects a pattern of normative robustness accompanied by structural limitations, which influences the overall effectiveness of strategic implementation.

From the external perspective, the study reveals that the institution operates within a dynamic and increasingly competitive environment shaped by globalization, technological advancement, and shifting societal expectations. While the growing demand for Islamic education presents a strategic opportunity, it simultaneously introduces institutional pressures that require adaptive and innovation-driven responses. This dual condition emphasizes that external environments function not only as opportunities but also as forces that continuously reshape institutional strategies and performance expectations.

The integration of internal and external analyses indicates the existence of asymmetrical alignment between institutional capacity and environmental demands. This misalignment suggests that the institution's strategic potential remains partially unrealized due to the limited integration between normative values and structural capabilities. Consequently, the effectiveness of strategic management is not solely determined by the presence of strong values or favorable external conditions, but by the institution's ability to harmonize both within a coherent and systematic framework.

Therefore, this study concludes that strengthening strategic management in Islamic educational institutions requires a shift from value-dominant approaches toward integrative and system-driven practices. This includes the development of structured management systems, the integration of digital technology, and the adoption of data-based strategic planning and evaluation mechanisms. By doing so, institutions can transform their normative strengths into sustainable competitive advantages capable of responding effectively to global challenges.

Theoretically, this study contributes to the literature by proposing that the competitiveness of Islamic educational institutions lies in the alignment between value, system, and environment rather than in any single factor alone. Practically, it highlights the urgency for institutional reform that emphasizes organizational capability, technological readiness, and strategic coherence as key drivers of long-term sustainability.

References

- Apriansyah, Andika, Karoma, dan Fajri Ismail. "Globalization and Its Contribution to Islamic Education Innovation in Indonesia." *International Journal of Health, Economics, and Social Sciences (IJHESS)* 6, no. 3 (2024).
- Creswell, John W. *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. Los Angeles: Sage, 2014.
- Denzin, Norman K. *The Research Act: A Theoretical Introduction to Sociological Methods*. New York: McGraw-Hill, 2012.
- Fatihah, Keisya Angie Nurul, Noviani Hidayah, Muhammad Afdhal Ridho, dan Ajahari Ajahari. "Problematika dan Tantangan Pendidikan Islam di Era Globalisasi." *Yasin Journal* 6, no. 3 (2026).
- Fitriah, S. B., Arrif'an, A. R., dan Mardiyah. "Strategi Perencanaan Pendidikan Islam: Integrasi Renstra dan Renop dalam Mewujudkan Visi Lembaga." *Jurnal Manajemen Pendidikan* (2025).
- Guion, Lisa A., David C. Diehl, dan Debra McDonald. "Triangulation: Establishing the Validity of Qualitative Studies." University of Florida Extension, 2011.
- Hidayah, Nur, Yuniarti Yuniarti, dan Zamroni. "Managerial Strategy in Improving the Quality of Islamic Education in the Contemporary Era." *Proceedings of the International Conference on Education, Society and Humanity* (2025).
- Khoirinnisa, dan Samsul Susilawati. "Analisis Konsep Manajemen Strategi dalam Perencanaan Pendidikan Islam." *Al-Kindi* 2, no. 1 (2026).
- Lestario, F. "Manajemen Strategis Lembaga Pendidikan Islam dalam Meningkatkan Daya Saing di Era Globalisasi." *Jurnal Pendidikan Tambusai* (2024).
- Miles, Matthew B., A. Michael Huberman, dan Johnny Saldaña. *Qualitative Data Analysis: A Methods Sourcebook*. Thousand Oaks: Sage, 2014.
- Moleong, Lexy J. *Metodologi Penelitian Kualitatif*. Bandung: Remaja Rosdakarya, 2021.
- Mujahid, A., Siri, A., dan Ar-Rasyid, H. "Transformation of Islamic Education Management Based on Qur'anic Organizational Culture to Enhance Institutional Global Competitiveness." *Khazanah: Journal of Islamic Education and Science* (2025).
- Mundzir, M. "Transforming Management of Islamic Educational Institutions in Indonesia: Concepts, Strategic Shifts, and Implementation Challenges." *Al-Tahrir: Jurnal Pemikiran Islam* (2025).

- Patton, Michael Quinn. *Qualitative Research and Evaluation Methods*. Thousand Oaks: Sage, 2015.
- Putri, Anjellie Dasviana, dkk. "Analisis Lingkungan Eksternal dan Internal (SWOT dan PESTEL)." *Madani: Jurnal Ilmiah Multidisiplin* 3, no. 6 (2025).
- Ramadhan, N. A., Ahmad, M., dan Kamaludin. "Transformasi Manajemen Pendidikan Islam: Strategi Inovatif dalam Menghadapi Tantangan Global." *At-Tajdid: Jurnal Pendidikan dan Pemikiran Islam* (2025).
- Riyanto, Agus, dan Moh. Roqib. "Repositioning Indonesian Islamic Education in the Global Era: Challenges, Opportunities, and Strategic Directions." *ISRG Journal of Multidisciplinary Studies* (2025).
- Sharath Kumar, C. R., dan K. B. Praveena. "SWOT Analysis." *International Journal of Advanced Research* (2023).
- Soleha, Maratus. "Islamic Education in the Era of Globalization." *Jurnal Ilmiah Profesi Pendidikan* 8, no. 3 (2023).
- Sugiyono. *Metode Penelitian Kualitatif*. Bandung: Alfabeta, 2022.
- Syamrina, Syamrina, Khaeratul Mar'ah, dan Ridwan Idris. "Strategic Environmental Analysis in Islamic Educational Institutions." *Educational Leadership: Jurnal Manajemen Pendidikan* 5, no. 2 (2026).
- Teece, David J. "Dynamic Capabilities and Strategic Management." *Strategic Management Journal* 18, no. 7 (1997).
- Winarti, W. "Islamic Education Management in the Face of Globalization Challenges: Perspectives and Sustainable Solutions." *Class: Educational Science Journal* (2025).
- Yani, A., dan M. Ulfah. "Strategic Management in Developing Globally Competitive Islamic Educational Institutions." *Journal of Social and Education Research* (2024).