



Weaving the Roadmap Tradition in Scope and Methodology: Preparation of a Strategic Plan for Contemporary Islamic Education

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Abstract

This study, entitled "Arranging the Roadmap Tradition in Scope and Methodology: Compiling a Contemporary Islamic Education Strategic Plan," was conducted at Ma'had Aly UIN Maulana Malik Ibrahim Malang. This study departs from the need to reformulate Islamic education strategies so that they remain rooted in classical scientific traditions, yet adaptive to changing times. Using a qualitative approach and in-depth interview methods, this study explores the views of Ma'had managers and students regarding the process of integrating turats values in the preparation of the institution's strategic plan. The results show that the Ma'had Aly roadmap functions not only as a planning instrument but also as a dialectical space between tradition and modernity. The synthesis of the two gives birth to a strategic direction for Islamic education that is contextual, reflective, and characterized by Islamic boarding school scholarship.

Keywords:

Methodology; Roadmap; Scope; Strategy; Tradition

A. INTRODUCTION

Islamic boarding schools (pesantren) hold a crucial position in the history of Islamic education in Indonesia. In the al-Ashri dictionary, the word ma'had means educational institution, but in Indonesia, the word ma'had is better known as pesantren (Fitriana, 2020). Pondok is an institution associated with education in Indonesia (HASAN, 2023). Since the colonial era, Islamic boarding schools have grown and developed. Their presence at that time served not only as places of religious learning but also as centers of social and cultural movements in the community. Entering the New Order era, Islamic boarding schools experienced quite rapid development, both

in terms of the number of institutions, a more structured education system, and government recognition as an integral part of the national education system (Syah & Iswantir, 2023).

Islamic boarding schools (pesantren), or Islamic boarding schools (ma'had), have long played a crucial role in producing community leaders and Islamic fighters in the archipelago. Over time, pesantren have been able to adapt by combining traditional religious education with the formal education system. This adaptability is what has kept pesantrens resilient and relevant to the present day (Ismanto, 2016).

Islamic boarding schools (pesantren) are Islamic educational institutions that have long been deeply rooted in Indonesia. The essence of Islamic boarding school education is not simply the provision of knowledge, but rather a process of deepening, internalizing, and applying Islamic teachings in daily life. The Islamic boarding school system emphasizes the importance of Islamic morality and ethics as its primary foundation. Students learn not only sharia and fiqh but also foster noble character, which is reflected in their behavior. Islamic boarding schools serve as a place for character formation, creating individuals who are not only knowledgeable but also possess noble ethics, are useful, and possess noble character (SETIAWAN, 2024).

Islamic boarding schools (pesantren) are Islamic educational institutions composed of various elements, one of which is students. In pesantren, students are known as santri, while in higher education institutions (ma'had), the term mahasantri is often used. The existence of santri is not only an essential part of the dynamics of pesantren but also reflects the family's responsibility in entrusting their education to the institution (Purnomo, 2017).

The sustainability of Islamic boarding schools (pesantren) aligns with the importance of strategic planning (Renstra) in education. Renstra is a comprehensive plan that integrates an institution's resources and capacity to achieve long-term goals. Just as Islamic boarding schools are able to adapt to changing times, Renstra also serves as a continuous process that ensures educational institutions remain aligned with their vision and mission, ensuring that Islamic education in Indonesia remains rooted in tradition while being open to future innovation. (Salira, 2021).

B. METHODS

This journal is compiled using a qualitative approach by utilizing data collection techniques in the form of observation, interviews, and document studies (Muhajirin et al., 2024). The research was conducted at Ma'had Aly UIN Maulana Malik Ibrahim Malang. The research data sources consist of primary data obtained through in-depth interviews with the managers, caretakers, and staff of Ma'had, as well as observations of documents and strategic planning activities. Secondary data were obtained from books, journals, scientific articles, and official documents relevant to strategic planning studies at universities and Ma'had. In addition, this research also utilizes literature studies taken from various national and international journals as a conceptual basis and comparison to field findings.

Data collection techniques included interviews, documentation studies, observations, and literature reviews. Data analysis employed the Miles and Huberman model, which includes data reduction, data presentation, and conclusion drawing. To maintain data validity, this study employed source triangulation techniques by comparing the results of interviews, documentation, observations, and literature, resulting in objective and accountable findings.

C. RESULT & DISCUSSION

Strategic Plan Concept

A strategic plan is a document that explains an organization's goals, the steps to achieve them, and other important elements generated during the planning process (Warlizasusi, 2018). Furthermore, in other discussions, a Strategic Plan (Renstra) is a medium- to long-term planning document containing key policies, strategic objectives, and key steps to be implemented by an organization, whether a government agency, educational institution, or private company, over a period of three to five years. A strategic plan serves as a guideline to ensure that all programs and resource utilization remain aligned with the established vision and mission (Zahra, n.d.).

A strategic plan encompasses a variety of fundamental needs related to the organization's goals and the methods used to achieve them. The strategic planning process involves making important decisions to implement major changes in policy and business development. These strategic decisions, which represent a major commitment from human resources, have led to significant improvements in the organization's growth trajectory.

According to Steiss, strategic planning includes establishing organizational goals and objectives, selecting policies related to resource management and allocation, and developing guidelines to help understand the direction of those policies. Furthermore, strategic planning serves as a guide for leaders to ensure that decisions and actions are aligned and have a targeted impact on the organization's future (Lutfijah et al., 2023).

The stage of preparing a strategic plan include the following aspects:

1. Planning is a key task in agency management, involving the development of a strategic plan (Renstra) that outlines the organization's long-term direction and work programs. This maximizes the agency's resources to achieve its goals. This activity also reduces the risk of errors in decision-making (protective benefits) and increases the chances of success through effective resource utilization (positive benefits) (Neni Utami et al., 2023).
2. Organizing is the process of ensuring that the human and physical resources needed to carry out plans and achieve organizational goals are available. Organization also includes assigning activities, dividing work into specific tasks, and determining who has the authority to perform certain tasks. The purpose of organizing is to establish roles and structures so that employees know what they are doing and how they are doing it (Rensina Griselda & Tuti Atika, 2024).
3. Actuating (Implementation) is the effort to realize planning through direction and motivation so that each employee carries out their duties optimally according to their roles and responsibilities. Actuating is the process of ensuring that each member of the organization is willing to carry out their duties and responsibilities in a planned manner to ensure the achievement of goals effectively and efficiently (Zaki & Andrea, 2025).
4. Controlling is the final stage in the strategic management process. At this stage, managers need to ensure whether the implemented strategy is effective or shows signs of inaccuracy. Through strategy evaluation, managers obtain critical information to assess the success of the steps taken. Because an organization's internal and external conditions are constantly changing, every strategy has the potential to be adjusted or improved in the future. (Sumaryono & Rony, 2024).
5. Top Management Involvement: The development of strategic plans and operational plans requires the active participation of top management to ensure the implementation of the organization's mission and maintain its continued existence (Nasmin dkk., 2024).

In developing a Strategic Plan, an organization requires a strong analytical foundation so that each management step can be implemented in a focused and effective manner. One important tool used in the initial stages of strategy formulation is a SWOT analysis, which helps an agency comprehensively understand internal and external conditions before determining strategic policies.

A SWOT analysis is a strategic analysis method used systematically to help an agency formulate an appropriate strategy. Through this analysis, an agency can identify strengths and opportunities originating from the internal environment, as well as weaknesses and threats originating from the external environment.

1. Strengths are advantages, capabilities, or resources that an agency can manage well to support the achievement of goals.
2. Opportunities are positive factors from outside the agency that can be utilized to improve the performance or development of the agency.
3. Weaknesses are limitations, inefficiencies, or resource deficiencies that hinder agency activities.

4. Threats are negative external conditions that have the potential to create obstacles or difficulties. When facing environmental threats, agencies often experience vulnerabilities that need to be addressed through careful strategic planning (Jannah et al., 2024).

The concept of Ma'had Aly

Ma'had Aly is an educational institution established as a continuation of Islamic education at the Ulya level, equivalent to Madrasah Aliyah, with a primary focus on developing prospective high-level ulama. In implementing its learning, Ma'had Aly is guided by a curriculum established through the Decree of the Director General of Islamic Religious Institutional Development. These guidelines for organizing Ma'had Aly serve as the basis for designing, implementing, and developing various programs that align with the objectives of Ma'had Aly's establishment (Hidayat & Seftiani, 2018).

Ma'had Aly focuses on developing Islamic studies typical of Islamic boarding schools through a gradual and structured study of yellow books. According to Minister of Religious Affairs Regulation Number 32 of 2020, Ma'had 'Aly aims to produce scholars with a deep understanding of Islamic religious knowledge (tafaqquh fiddin), noble morals, broad insight, and a strong commitment to nationalism. Furthermore, the phrase "global insight" in this objective emphasizes that Ma'had 'Aly plays a role in preparing graduates who are able to adapt to current developments, including in digital literacy, which is part of the dynamics of globalization (Basri & Asrori, 2021).

Research result

a. Background

In the Islamic view, students are an honorable and praiseworthy community as mentioned in the Quran (QS. Al-Mujadalah: 11). They are the generation of prospective scholars who are expected to be able to develop knowledge and provide enlightenment to society through the knowledge they possess (QS. At-Taubah: 122). Students are an important part in moving Muslims towards the awareness of the caliphate on earth, namely being able to read and interpret natural phenomena as signs of the greatness of Allah SWT. (QS. Ali Imran: 191).

As conveyed by Dr. Ahmad Izzuddin, M.HI., as the mudir of Mahad Aly: "Mahad Aly was founded based on the need for students who have the potential to study the salaf books and have at least 4 years of boarding experience". State Islamic University (UIN) Maulana Malik Ibrahim Malang views the success of student education not only measured by mastery of knowledge alone, but also from the formation of a complete personality with broad knowledge, sharp thinking, intelligent reason, gentle heart, and a spirit of devotion for Allah SWT. (Tarbiyatu Uli al-Albab, 2005:5). To achieve this vision, all educational activities at UIN Maulana Malik Ibrahim Malang, both curricular, co-curricular, and extracurricular, are directed at empowering student potential in order to create a graduate profile that is independent, competitive, has a global perspective, has leadership spirit, and is able to be a role model in society.

The educational development strategy at UIN Maulana Malik Ibrahim Malang focuses not only on strengthening academic aspects, but also on creating a scientific and religious environment conducive to the growth of noble morals. In this context, the existence of Ma'had Al-Aly is crucial. Ma'had Al-Aly exists as an institution that plays a role in shaping students to excel not only intellectually but also to possess spiritual depth and social sensitivity.





Ma'had Al-Aly UIN Maulana Malik Ibrahim Malang is a religious higher education institution that combines the traditions of Islamic boarding schools (pesantren) with a modern university system. Its goal is to produce graduates who are comprehensively versed in religion, possess strong analytical skills, and are prepared to play a role in addressing the various challenges of global society. Through an integrated curriculum and development system, Ma'had Al-Aly serves as a vehicle for developing future intellectual scholars who are able to balance dhikr (remembrance), thinking, and good deeds.

The existence of Ma'had Al-Aly is also a concrete manifestation of UIN Maulana Malik Ibrahim Malang's efforts to strengthen the scientific philosophy of Tarbiyatu Uli al-Albab, namely

education that produces individuals with the character of *ulul albab*: intellectually intelligent, spiritually mature, and concerned with humanity. Through strengthening the educational system at Ma'had Al-Aly, it is hoped that a generation of Muslims will emerge with scientific integrity, moral maturity, and a spirit of devotion to the welfare of the community.

Thus, the establishment and development of Ma'had Al-Aly UIN Maulana Malik Ibrahim Malang is a strategic step in responding to the challenges of the times as well as a form of effort to create an Islamic higher education institution that is scientific-religious, globally competitive, and oriented towards the formation of perfect human beings.

Table 1. Ma'had Aly UIN Maulana Malik Ibrahim Malang

Figure A	Description
	The Ma'had Aly Putra Dormitory Building, UIN Maulana Malik Ibrahim Malang
	The Ma'had Aly Putri Dormitory Building, UIN Maulana Malik Ibrahim Malang
	Interview Process for the Management of Ma'had Aly UIN Maulana Malik Ibrahim Malang
	Interview Process for the Director of the Ma'had UIN Maulana Malik Ibrahim Malang

b. Implementation of Strategic Plans in the Academic Field

According to Mahad Aly staff, Mr, Agus Nur Cahyo, S. Psi: "The implementation of the strategic plan in the academic field at Ma'had Al-Aly UIN Maulana Malik Ibrahim Malang is evident in the strengthening of basic takhassus, which is a hallmark of the educational program at this institution". Since 2020, Ma'had Ar-Rifai, which is part of Ma'had Al-Aly, has emphasized in-depth study of the Fathul Mu'in book as the main focus of study, accompanied by other supporting books. The learning pattern is intensive every day, starting after Fajr until after Asr, with a frequency of three to four times per week outside of regular student lecture hours. The learning

methods used are also diverse, such as memorization, book study, text interpretation, and presentations before the mushohih. Through this system, students are not only required to understand the contents of the book, but also to be able to explain and account for its meaning scientifically. Evaluation of learning outcomes is carried out through essay exams, which serve as a benchmark for academic competence as well as the students' scientific analysis abilities. In addition, the one-month da'wah safari or KKN activity is a real form of community service that is integrated with learning at Ma'had (Ato'ilah, 2021).

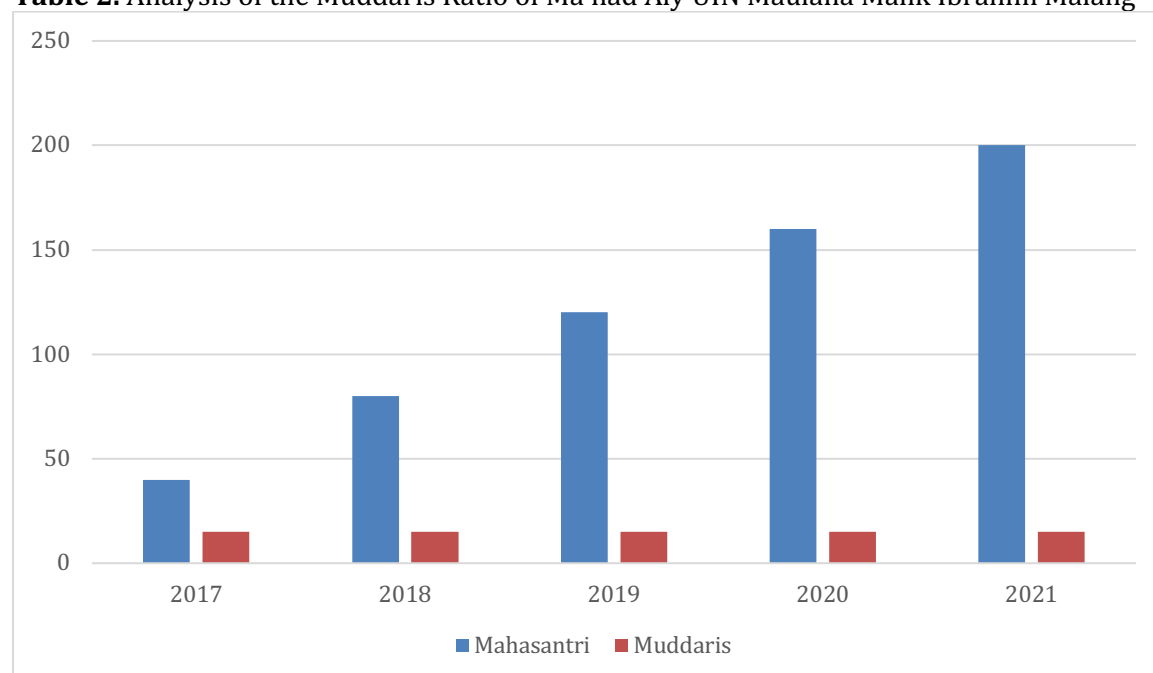
c. Spiritual and Social Development of Students

In addition to academic aspects, Ma'had also places significant emphasis on the spiritual and social development of its students. This is realized through the sawir (or bahtsul masail) activities held every Thursday. These activities serve as a platform for critical thinking and collective ijtihad (research on contemporary issues), while simultaneously honing students' social sensitivity to religious issues in society. Furthermore, the monthly hangout activities, which include the recitation of prayers, sermons, and motivational speeches from the mentors, serve to strengthen the spiritual dimension and brotherhood among the students. These programs serve as a platform for developing religious character that not only hones intellectual abilities but also fosters emotional, spiritual, and social closeness within the Ma'had environment.

d. Ma'had Governance and Management

In terms of governance, Ma'had Al-Aly applies the same management system as Arrifa'i, which is quite organized and professional. Student administration is carried out every semester at a cost of approximately eight million rupiah, which covers basic needs such as housing, food, Koran study activities, and procurement of books. The selection process for prospective students is also carried out strictly, with a minimum requirement of four years of boarding school experience, proficiency in reading yellow books, and basic memorization such as Jurumiyah and Alfiyah. The admission quota is limited to a maximum of forty students per class, although in practice only around twenty students are accepted each year. In terms of internal organization, Ma'had has a management structure called DEMA Amaly, which functions similarly to the Departmental Student Association (HMI). This structure develops student leadership skills and responsibilities through the division of tasks and implementation of Ma'had activities. Performance evaluations of administrators are carried out regularly to ensure that academic and non-academic activities run effectively and directed.

Table 2. Analysis of the Muddaris Ratio of Ma'had Aly UIN Maulana Malik Ibrahim Malang



e. Financing and External Cooperation Aspects

Financial support is a crucial factor in the successful implementation of Ma'had's strategic plan. UIN Maulana Malik Ibrahim Malang collaborates with BRI Bank in providing scholarship funds to support the sustainability of Ma'had's programs. These funds are used for operational costs, textbook procurement, the administration of essay examinations, and the graduation ceremony for students. In addition, students accepted into Ma'had receive free accommodation in several dormitories, which helps alleviate the financial burden while ensuring the continuity of academic activities. Transparency in fund management and synergy with external parties reflect the implementation of good governance principles within Ma'had.

f. Program Evaluation and Sustainability

The evaluation process is carried out routinely through various activities, such as assessments in the form of sawir (religious writing), examinations of the minutes, and the role of the pentashih (religious reviewer) in assessing the smooth running of academic activities. This evaluation not only serves to measure learning outcomes but also ensures that Ma'had activities are running in accordance with the established strategic plan objectives. Despite experiencing obstacles in 2021, Ma'had Al-Aly remains committed to continuing its program through student graduations and internal restructuring. The sustainability of the program is also demonstrated through improvements in teaching quality, development of da'wah activities, and student involvement in various national inter-Ma'had competitions. These efforts demonstrate that Ma'had continues to adapt and innovate amidst the challenges of modern Islamic education.

g. Integration of Vision, Academics, and Spirituality

The implementation of the strategic plan at Ma'had Al-Aly reflects a balance between scientific, academic, and spiritual vision. All programs are directed at strengthening fiqh competency, particularly women's fiqh, which is one of the main focuses of scientific development at UIN Maulana Malik Ibrahim Malang. Through activities such as reading books, bahtsul masail, da'wah safaris, and hangout gatherings, Ma'had strives to cultivate a generation of students who are not only intellectually intelligent but also morally and spiritually mature. Furthermore, the implementation of a student leadership system, regular evaluations, and scholarship support demonstrate that Ma'had's governance has been carried out in accordance with the principles of sustainability and accountability. Thus, Ma'had Al-Aly is an example of an Islamic higher education institution that is adaptive, character-driven, and able to respond to the challenges of the times without abandoning its underlying Islamic values.

Table 3. SWOT Analysis of Ma'had Aly UIN Maulana Malik Ibrahim Malang

No	SWOT Analysis	Description
1.	Strength	<ol style="list-style-type: none"> 1. Having superior human resources in terms of academics and spiritual values 2. The religious environment of the institution thus strengthens the philosophical science of ulul albab tarbiyah. 3. Establishing cooperation with partners such as: BRI, Islamic educational institutions 4. Has a distinctive work program such as: syawir, sorogan, batsul masail. 5. Implementing a management system at Ar-Rifa'ie Islamic Boarding School which is quite organized and professional. 6. There are scholarships to support the sustainability of the Ma'had program.
2	Weakness	<ol style="list-style-type: none"> 1. The decline in human resource enthusiasm during learning can affect the quality of each party's potential. 2. Lack of infrastructure results in a limitation on registration quotas. 3. Lack of enthusiasm from the bureaucrats resulted in the

3	Opportunity	Ma'had Ali operations being closed.
		1. Can open up opportunities for collaboration from various partner parties
		2. The increasing interest of applicants at Ma'had Aly Uin Malang.
		3. Producing a generation of ulul albab who are competitive both academically and spiritually.
4	Threat	4. The development of information technology that can be utilized to increase the potential of Ma'had Aly UIN Malang students.
		1. The decrease in quota applicants was due to external environmental influences.
		2. The uncertainty of financial conditions will affect the continuity of life of Ma'had Aly students.

D. CONCLUSION

This study shows that the strategic planning of Ma'had Aly UIN Maulana Malik Ibrahim Malang is a concrete manifestation of the integration of Islamic boarding school (pesantren) scientific traditions with modern educational management systems. The roadmap serves not only as a planning instrument but also as a medium for dialectics between ancestral values and the demands of modernity. Through an academic approach based on the yellow book, spiritual development activities, and professional institutional governance, Ma'had Aly has succeeded in presenting a contextual and globally competitive model of Islamic education without losing its traditional scientific roots.

Furthermore, the implementation of strategic plans in academic, spiritual, and governance areas demonstrates a balance between intellectual development and character building of students. Financial support, external collaboration, and a continuous evaluation system are crucial factors in maintaining the sustainability of the Ma'had program. Therefore, this study confirms that Ma'had Aly is capable of becoming a model for a reflective, adaptive Islamic higher education institution, oriented toward developing a generation of intellectual scholars with noble character and prepared to face the challenges of globalization.

ACKNOWLEDGMENTS

The author would like to express his gratitude to the administrators and students of Ma'had Aly UIN Maulana Malik Ibrahim Malang for their time and in-depth insights during this research process. He also expresses his gratitude to the academic and administrative staff who assisted in data collection and provision of supporting information. He also extends his sincere appreciation to colleagues who provided input in the preparation of the manuscript, as well as to those who assisted in editing and improving the text. The moral support and scientific guidance from all parties involved were crucial in completing this research entitled "Arranging the Roadmap Tradition in Scope and Methodology: Developing a Contemporary Islamic Education Strategy Plan."

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