

STRATEGY FORMULATION IN MANAGEMENT OF  
SUSTAINABLE ISLAMIC EDUCATIONAL INSTITUTIONSAhmad Junaidi<sup>1</sup>, Sulistyorini<sup>2</sup>, Agus Zaenul Fitri<sup>3</sup><sup>1</sup>Universitas Islam Negeri Sayyid Ali Rahmatullah, Tulungagung, Indonesia<sup>2</sup>Universitas Islam Negeri Sayyid Ali Rahmatullah, Tulungagung, Indonesia<sup>3</sup>Universitas Islam Negeri Sayyid Ali Rahmatullah, Tulungagung, IndonesiaEmail: [jaziljuna121@gmail.com](mailto:jaziljuna121@gmail.com)<sup>1</sup>, [sulistyorini@uinsatu.ac.id](mailto:sulistyorini@uinsatu.ac.id)<sup>2</sup>, [guszain@uinsatu.ac.id](mailto:guszain@uinsatu.ac.id)<sup>3</sup>

E-Issn: 3063-8313

Received: July 2026

Accepted: July 2026

Published: July 2026

**Abstract:**

The success of Islamic Educational Institutions depends on leaders' ability to formulate appropriate and accurate strategies. Through strategy formulation, Institutions can identify their strengths, weaknesses, opportunities, and threats. This study is library research with a qualitative approach. Primary data used is the book "Leadership Psychology and Management Psychology" Meanwhile, secondary data consists of books, articles, and other relevant sources. Data collection techniques were carried out by searching for sources, reading, reviewing, linking and recording necessary materials. Data analysis was carried out with reference to Miles and Huberman model, consisting of data condensation, data reduction, and drawing conclusions. This was refined by applying source triangulation to increase findings validity. The results of study indicate that strategy formulation is manifested in three activities: goal setting, environmental analysis, and aligning institution with environment. Fred R. David clarifies these three stages by establishing five strategy formulation phases: developing a clear vision and mission, analyzing external and internal environment, identifying strategic issues, selecting alternative strategies, and evaluating and selecting best strategy

**Keywords:** Strategy Formulation, Management, Islamic Educational Institutions**Abstrak:**

Keberhasilan Lembaga Pendidikan Islam bergantung pada abilitas pemimpinnya dalam memformulasikan strategi yang tepat dan akurat. Melalui perumusan strategi, Lembaga dapat mengidentifikasi kekuatan, kelemahan, peluang, serta ancaman yang dihadapi. Penelitian ini merupakan penelitian kepustakaan dengan pendekatan kualitatif. Data primer yang digunakan adalah buku "Psikologi Kepemimpinan dan Psikologi Manajemen". Sementara data sekundernya berupa buku, artikel dan sumber-sumber lain yang relevan. Teknik pengumpulan data dilakukan dengan mencari sumber, membaca, menelaah, mengaitkan, serta mencatat bahan atau materi yang diperlukan. Adapun analisis data dilakukan dengan mengacu pada model Miles, Huberman terdiri dari kondensasi data, reduksi data dan penarikan kesimpulan, dan disempurkan dengan penerapan triangulasi sumber untuk meningkatkan validitas temuan. Hasil penelitian menunjukkan, formulasi strategi diejawantahkan dalam tiga kegiatan, yaitu penetapan tujuan, analisa lingkungan dan penyelerasan lembaga dengan lingkungan. Fred R. David memperjelas tiga tahapan tersebut dengan menetapkan lima fase formulasi strategi yaitu: pengembangan visi dan misi yang jelas, analisis lingkungan eksternal dan internal, identifikasi isu-isu strategis, pemilihan strategi alternatif, dan evaluasi serta pemilihan strategi terbaik

**Kata Kunci:** Formulasi Strategi, Pengelolaan, Lembaga Pendidikan Islam

## INTRODUCTION

The advancement of technology and dynamics of societal needs force educational institutions adapting and innovating continuously. Educational institutions is not only as a transferring knowledge but also as centers for developing high-quality, competitive human resources and able to answer challenges of times. In this context, the existence of an accurate strategy is crucial and vital to ensure the effective and sustainable achievement of educational institution goals. Strategy is essentially related to planning and management to achieve organizational goals. However, to achieve these goals, strategy does not merely serve as a roadmap, it also encompasses tactics and operations (Effendy, 1986). In a competitive climate, an organization generally strives to achieve its goals, characterized by increasing productivity, market dominance, and so on

The success of any organization, including educational institutions, depends heavily on leaders' ability to formulate appropriate and accurate strategies for organization's operations, utilizing the environment and organizing internal resources appropriately. The accuracy of a leader's strategy is usually based on their strategic ideas and experience in continuously evolving environmental conditions (Ritonga, 2020). Therefore, it is crucial for every educational institution to have an ability to formulate strategies that are adaptive and responsive to environmental changes. Formulating appropriate strategies not only supports institution's sustainability but also plays a role in improving overall quality of education, so that, it is able to produce graduates who are superior and relevant to needs of times

Strategy formulation is a crucial element in the policies construction and direction for educational institutions. Through strategy formulation, educational institutions can identify strengths, weaknesses, opportunities, and threats which are faced. so that, they are able to take appropriate steps to improve management and quality of continuing education. Without a precise and accurate strategy formulation, educational institutions have a potential to stagnate, fall behind, and even lose their competitiveness amidst increasingly intense rivalry. Furthermore, strategy formulation can facilitate organized, systematic and targeted policymaking. With a well-thought-out strategy, educational organizations will be able to organize their various resources more effectively and efficiently, making educational institutions more productive, performing better, and achieving their stated vision and mission

## RESEARCH METHOD

Based on type, this research is library research, the research whose data is collected through collection and information review from various literatures, including books, documentation materials, magazines, journals, newspapers, and so on. This is then reviewed to obtain theories, concepts, arguments and ideas that are relevant to research problem. This research approach is qualitative with primary data from the book "Psychology of Leadership and Psychology of Management" [Ahmad Muktamar] and secondary data in form of books, articles and others that are relevant to research. Data collection techniques are carried

out by researchers by searching for sources, reading, reviewing, linking and recording necessary materials. Meanwhile, data analysis is carried out by referring to Miles and Huberman model which is consisting of data condensation, data reduction and drawing conclusions. To increase findings validity, this study applies source triangulation by comparing information obtained from various relevant literature so that a comprehensive and scientifically accountable understanding is obtained

## **FINDINGS AND DISCUSSION**

### **Strategy, Components and Diversity with Tactics**

In a terminological review, strategy is defined as a decision to take long-term action with all consequences (Liliweri, 2010). It is a medium for realizing mission and realizing vision as main goal of educational institutions. In the public sector, Walker, Boyne and Brewe define strategy as how an organization adapts to environment, developing by improving services and performance (Falih Suaedi, 2019). Stephanie K. Marrus defines it as the process of determining plans oriented towards organization's long-term ideals and how to realize. Meanwhile, Griffin argues that Strategy is a comprehensive plan for accomplishing an organization's goals. Strategy is a comprehensive plan to achieve an organization's goals

Based on definitions above, researchers formulate that strategy is an accumulation of systematic conceptual actions to balance organizational competencies and external demands in order to achieve short-term, medium-term and long-term goals. With strategy, educational institutions will be able to survive and continue to grow over time. According to Hamel and Prahalad, strategy is incremental and continuous, and realized according to future consumer expectations. Therefore, strategy always begins with what might happen, not what has happened (Adhi Prasnowo, 2019). In an organization, including educational institutions, all strategic matters are handled by top management [Principal] by considering organization' internal and external environment (Husein Umar, 2005)

As a vital instrument to achieve organizational goals, strategy consists of several components, including determining targets to be achieved, having a clear command line and direction, maximum utilization of organizational resources, calculating profits and losses due to limited resources, being creative, attractive and maneuverable, having simplicity of concept and application, being full of surprises because it will be used at certain times without notifying competitors, etc. (Jemsly Hutabarat, 2006)

In reality, there is often a misunderstanding about strategy and tactics, being confused about when to use term strategy and when to use term tactics. In reality, strategy and tactics can be easily distinguished: strategy is doing the right thing, while tactics are doing things right. Peter Drucker further more explains that strategy is condition where someone decides what to do, and tactics is condition where someone decides how to do it (Retina Sri Sedjati, 2015). Another thing that differentiates strategy from tactics is that strategy is an idea or

conceptual plan about the best way to achieve a target, tactics are activity options in implementing a strategy supported by availability of resources according to strategic principles, strategy prioritizes effectiveness, tactics prioritize efficiency, strategy has a broad target, tactics are limited, strategy is doing the right thing, tactics are doing it right

### **Strategy Formulation in Management of Sustainable Islamic Education Institutions**

To ensure continuity of an educational institution in the future, strategies must be formulated as well and effectively as possible. Strategy formulation is the long-term goals extension, identification of external threat probabilities (threats), strengths (strengths) and weaknesses (weaknesses), development and selection of relevant alternatives for adaptation. According to Efri Novianto, strategy formulation is systematization of organizational steps to realize established vision, mission and strategic objectives. Meanwhile, Hugger and Wheelen define strategy formulation as a process of developing long-term plans to effectively manage environmental opportunities and threats based on institution's strengths and weaknesses

Over time, strategy formulation has undergone significant changes. In the past, strategy formulation was responsibility of top management. but nowadays, in many organizations it often involves other members. This transformation is based on awareness of formulating right strategy-importance, because it will have a direct impact on the Islamic Educational Institutions performance. Strategy can make financing more efficient, being able to make designed program exist and develop rapidly. On the other hand, many organizations, both educational and corporate have failed because they chose and implemented the wrong strategy. Because after all, strategy implementation is closely related to decision making

For that reason, before formulating a strategy, the Islamic Educational Institution Head needs to re-track the mission and objectives so that the formula is in accordance with environmental conditions and future. If the vision, mission and objectives are not synergistic, adjustments must be made first before formulating a strategy then formulate strategies that are manifested into institutional educational policies. Strategy formulation includes three fundamental stages: First: setting strategic objectives referring to Institution's vision and mission. After objectives are set, Institution conducts an analysis of strengths, weaknesses, opportunities, and threats. Second: analyzing the Institution's environment by observing, evaluating and assessing so that risks and opportunities can be identified. Because of changing in public interest, competitive competitors, regulations, products and new competitors are threats. Third: aligning the Institution with environment. This stage is the final and core of strategy formulation stage, the basis for plans, and the concretization of Institution's programs (Suharman, 2019)

According to Fred R. David, strategy formulation consists of several important stages, starting with (1) developing a clear vision and mission, (2) analyzing external and internal environment, (3) identifying strategic issues, (4)

selecting alternative strategies, and (5) evaluating and selecting best strategy. These stages must be systematically implemented to ensure formulated strategy truly aligns with institution's conditions and needs. Gamble, Peteraf, and Thompson emphasize the importances of top management involvement in every strategy formulation stage, especially in priorities setting and resources allocating. This process must also involve key stakeholders to ensure legitimacy and support for implementation

Meanwhile according to Hugger and Wheelen, in strategy formulating, the following technical steps are needed: (1). identifying the environment that will be entered, (2). formulating a mission to realize the vision that is ideal of Institution. (3). reviewing Institution internal and external environment to define the strengths, weaknesses, opportunities and threats that may be faced, (4). identifying potential sectors owned by Institution according to environmental conditions that will be faced, (5). setting rational, measurable and clear goals accompanied by monitoring and evaluation instruments for achievement, (6). determining priority and alternative policies to achieve goals according to resource visibility (Efri Novianto, 2019). Further information can be seen in following image:



Picture: Stages of Strategy Formulation in Islamic Educational Institutions

Internal and external analysis is the first stage of strategy formulation. The conclusion of this analysis clearly defines strengths, weaknesses, opportunities and threats (SWOT). This analysis will be at least producing four strategic models that can be used to achieve the Islamic Educational Institution goals, namely (1). SO (strength-opportunity) strategy. In SO strategy, Islamic Educational Institution is directed to seize or create opportunities by utilizing its strengths, (2). WO (weakness-opportunity) strategy. In WO strategy, Islamic Educational Institution is conditioned to seize opportunities first or at the same time minimize existing weaknesses, (3). ST (strength-threat) strategy, is a combination of strengths and threats. In ST strategy, Islamic Educational Institution is directed to minimize possible threats with strengths, and (4). WT (weakness-threat) strategy, is a combination of weaknesses and threats. In WT strategy, Islamic Educational Institution is directed to minimize weaknesses to overcome possible threats

These four SWOT strategies are several options that Islamic Educational Institution leaders can choose based on accuracy and institution condition, minimum resource support, and the lowest risk. Under certain conditions, all

four can even be implemented simultaneously or alternately as needed to achieve goals. In Islamic Educational Institution, strategic planning is required for many institutional components, such as human resource development, facilities and infrastructure, curriculum, student affairs, management and graduate competencies, and so on

### **Strategy Implementation in Management of Sustainable Education Institutions**

A well-designed strategy may not bring significant change if it fails to be implemented. Mc. Kinsey emphasized that "strategy is only one of seven elements that determine an Islamic Educational Institution success." According to him, the key to an institution's success consists of 7S. Three of them are institutional hardware, namely strategy, structure and system. The other four are software, namely style, staff, skills and shared values. Strategy implementation is defined as translating strategy into ideas through development of an effective institutional structure, resource planning, creation of a supportive culture, ensuring budget availability, developing and empowering information systems, and synergizing member performance with institution's performance. The success of strategy implementation depends on leadership's skills in stimulating and motivating all members (Eddy Yunus, 2016)

The actualization of strategy into institutional ideas is manifested through preparation of following things: (1). Programs, namely activities that are considered as important one to execute Islamic Educational Institution plans (2). Budgets, namely activities related to funds. Each program scheduled by Educational Institution, with its control will be estimated in detail, and (3). Procedures, namely structured and systematic schemes or steps explaining in detail tasks and work implementation in the Islamic Educational Institution (Adi Irpan Rojak, 2017).

Rajasekar argues that strategy implementation in educational institutions is also influenced by several factors, including leadership style, information visibility and accuracy, uncertainty, institutional systems and structures, organizational culture, resources, and technology. All of these factors influence strategy implementation with varying levels of significance, so various steps are needed to overcome it. Lorange emphasized that human resources must be primary focus in strategy implementation because they are a fundamental aspect in strategy construction (Marlizar, 2018)

### **Strategies Evaluation in Management of Sustainable Islamic Education Institutions**

Evaluation is defined as an effort to objectively measure or assess previous designed strategies (Lyani, 2024). Strategic evaluation in the context of Islamic Educational Institutions is a systematic process to identify effectiveness and efficiency of planned strategy implementation. The priority target is to ensure that vision, mission and goals of Islamic Educational Institutions are realized optimally (Nurhadi, 2025). One of arguments underlying the strategic evaluation urgency is because of in the strategic process, there are always obstacles as emphasized by Bryson that there are at least four challenges in strategic planning

process, namely obstacles related to human resources [SDM], related to processes, related to structures, and related to institutions

In practice, there are several actions can be taken by Islamic Educational Institutions to evaluate their strategies. First, monitoring all activities resulted from planning and strategies implementation in educational management. Second, measuring performance of human resources within Educational Institutions. Third, developing corrective plans to evaluate educational institutions performance. Manifestation of strategy evaluation can be described in three stages: (1) Measuring activity performance, (2) Measuring target achievement level, and (3) Reporting progress and performance results both verbally and in writing. The main process of strategy evaluation includes determining what to measure, measuring actual performance, and comparing actual performance results with established standards (Effran, 2023)

## CONCLUSION

Strategy formulation not only supports Islamic Educational Institutions sustainability, but also plays a role in improving overall education quality, so that it is able to produce graduates who are superior and relevant to needs of the times. Without formulation of appropriate and accurate strategies, Islamic Educational Institutions have potential to experience stagnation, fall behind, and even lose their competitiveness amidst increasingly strong rivalry.

In Islamic Educational Institutions, strategy formulation is manifested in several stages, namely, setting strategic goals referring to Institution' vision and mission, analyzing environment including strengths, weaknesses, opportunities and threats, and aligning the Institution with environment. In addition, it can also adopt Fred R. David's perspective that strategy formulation consists of five main stages, namely, preparing a clear vision and mission, in-depth analysis of internal and external environment, conducting a review of strategic issues, selecting alternative strategies, and determining best strategy

After being formulated, next step is implementation and evaluation. Strategy implementation can be in the form of compiling an Educational Institution program with structured and systematic budgeting and procedures that's regulating in detail tasks and activities implementation in Educational Institution. In this context, the influencing factors include leadership style, visibility and accuracy of information, uncertainty, institutional systems and structures, organizational culture, resources and technology. Evaluation is described in three main activities, namely measuring activity performance, measuring level of achievement and reporting progress both verbally and in writing

## REFERENCES

- Adhi Prasnowo, dkk. (2019). *Strategi Pengembangan Sentra Industri Kecil Menengah Kerajinan Batik*. Jakad Publishing.
- Adi Irgan Rojak. (2017). *Implementasi Perencanaan Strategis Dalam Meningkatkan Mutu Pendidikan Madrasah Swasta (Studi Multi Kasus di MA. An-Nur*

- Bululawang dan MA Almaarif Singosari Kabupaten Malang.*
- Eddy Yunus. (2016). *Manajemen Strategis*. Andi Offset.
- Effendy, O. U. (1986). *Ilmu komunikasi: teori dan praktek*. Penerbit Remadja Karya CV. Bandung. <https://books.google.co.id/books?id=FhVbswEACAAJ>
- Effran, et al. (2023). *Manajemen Strategi Agribisnis*. Pradina Pustaka. [https://books.google.co.id/books?id=\\_LnMEAAAQBAJ](https://books.google.co.id/books?id=_LnMEAAAQBAJ)
- Efri Novianto. (2019). *Manajemen Strategis*. Deepublish.
- Falih Suaedi. (2019). *Dinamika Manajemen Srategis Sektor Publik di Era Perubahan*. Airlangga Press.
- Husein Umar. (2005). *Evaluasi Kinerja Perusahaan*. gramedia pustaka utama.
- Jemsly Hutabarat. (2006). *Martani Husaini, Pengantar Manajemen Strategik Kontemporer, Strategik di Tengah Operasional*. Elex Komputindo.
- Liliweri, A. (2010). *Komunikasi Serba Ada Serba Makna*. Kencana Prenada Media Group. <https://books.google.co.id/books?id=MBZNDwAAQBAJ>
- Lyani, L. A. (2024). Evaluasi dan Pengendalian Strategi Dalam Meningkatkan Mutu Pendidikan Pada Sd Takmirul Islam Surakarta Tahun Pelajaran 2023- 2024. *EL HAYAH : Jurnal Studi Islam*, 14(1), 68.
- Marlizar. (2018). No TitleFaktor-Faktor yang Mempengaruhi Implementasi Strategi Yang Efektif dalam Industri Bank Syariah. *Ilmiah Manajemen Muhammadiyah Aceh*, 8(1), 99.
- Nurhadi, A. S. (2025). Konsep Evaluasi Strategi Dan Prakteknya di Lembaga Pendidikan Islam. *Eraca Akuntansi Manajemen, Ekonomi*, 18(02), 4-5. <https://doi.org/0.8734/mnmae.v1i2.359>
- Retina Sri Sedjati. (2015). *Managemen Strategis*. Deepublish.
- Ritonga, Z. (2020). *Buku Ajar Manajemen Strategi (Teori Dan Aplikasi)*. Deepublish. <https://books.google.co.id/books?id=ltJZEQAAQBAJ>
- Suharman. (2019). *Strategi Pengembangan Industri Barang Jadi Karet*. Deepublish.