

Strategic Management in Improving the Quality of Teachers to Improve Students' Competence at Imam Syafi'i Islamic Boarding School, Brebes

Muhammad Raihan^{1*}, Setya Pramono²
STIES Putera Bangsa Tegal

Corresponding Author:

Muhammad Raihan; Muhammadraihan210203@gmail.com

ARTICLE INFO

Keywords: Teaching Strategy, Student Competence, Imam Syafi'i Islamic Boarding School, Religious Education

Received : 5 December

Revised : 23 January

Accepted: 23 February

©2025 Raihan, Pramono: This is an open-access article distributed under the terms of the [Creative Commons Attribution 4.0 International](https://creativecommons.org/licenses/by/4.0/).



ABSTRACT

Mam Syafi'i Islamic Boarding School in Brebes plays an important role in shaping the character and competence of students amid the challenges of globalization and the development of information technology. This study aims to analyze the implementation of strategic management in improving the quality of teachers and its impact on the competence of students. Good teacher quality, which includes in-depth knowledge, pedagogical skills, and the ability to create a conducive learning environment, is key in the learning process. Through a qualitative approach, this study collected data from interviews, observations, and documentation to evaluate the teaching strategies implemented. The results show that curriculum integration, active learning methods, and practical skills training contribute significantly to improving santri competencies. In addition, santri involvement in the learning process and pesantren management support are also important factors in achieving educational goals. This research is expected to provide a strategic management model that can be adopted by other educational institutions to holistically improve teaching quality and santri competencies

INTRODUCTION

Imam Syafi'i Islamic Boarding School is one of the Islamic educational institutions that plays an important role in the formation of character and competence of students. In the era of globalization and rapid development of information technology, the challenges faced by educational institutions, including Islamic boarding schools, are increasingly complex. Therefore, effective strategic management is very important to improve the quality of teachers, which in turn will contribute to improving the competence of students.

The quality of teachers is one of the key factors in the learning process. Quality teachers not only have in-depth knowledge of the teaching materials, but are also able to manage the learning process well, create a conducive learning environment, and motivate students to learn actively. In this context, appropriate strategic management can help in formulating policies and programs that support the development of teacher professionalism.

This study aims to analyze how strategic management can be applied to improve the quality of teachers at Imam Syafi'i Islamic Boarding School, as well as its impact on student competence. By understanding the relationship between strategic management, teacher quality, and student competence, it is hoped that effective solutions can be found to improve the quality of education in Islamic boarding schools.

Several previous studies have shown that developing teacher professionalism through training and improving competencies can have a positive impact on student learning outcomes (Hidayati, 2020; Rahman, 2021). In addition, the application of good strategic management in managing human resources in educational institutions has also been shown to improve teacher performance (Sari, 2022; Prabowo, 2023). Therefore, this study will examine in more depth the application of strategic management in the context of the Imam Syafi'i Islamic Boarding School.

1. *Problem Formulation*

- How can strategic management improve the quality of teachers, which has an impact on the competence of students at the Imam Syafi'i Islamic Boarding School?
- What is the influence of certain factors and how does the quality of teachers contribute to the competence of students at the Imam Syafi'i Islamic Boarding School?

2. *Research Objectives*

- Evaluate the quality of teachers at the Imam Syafi'i Islamic Boarding School, including competence, experience, and teaching methods used.
- Developing recommendations for effective management strategies to improve the quality of teaching, which in turn can improve the competence of students.

3. *Benefits of Research*

A. **Theoretical Benefits**

The development of educational management theory is the main focus of this study, especially in the context of Islamic boarding schools. By analyzing the management strategies implemented at the Imam Syafi'i Islamic Boarding School, this study can provide a model or framework that can be adopted by other educational institutions in improving the quality of teachers. This is in line with the thinking of Mulyasa (2019) who emphasized the importance of developing educational management theory to improve the effectiveness of managing educational institutions.

In addition, this study also aims to improve the quality of teachers in Islamic boarding schools. By understanding the factors that influence the quality of teachers, it is hoped that effective ways can be found to improve the competence and professionalism of teachers. Improving the quality of teachers will in turn have a positive impact on the learning process, as expressed by Supriyadi (2020).

This study also contributes to the understanding of the relationship between teacher quality and student competence. By identifying effective strategies in improving teacher quality, this study can help explain how it contributes to improving student competence, both in academic and non-academic aspects. This is in line with the opinion of Rahman (2021) who emphasized the importance of teacher quality in shaping student competence.

Furthermore, this study is expected to produce a specific strategic management model for Islamic boarding schools. This model can be a reference for Islamic boarding school managers in formulating and implementing appropriate strategies to improve the quality of education and teaching. Hidayat (2022) stated that a good strategic management model can be the key to success in improving the quality of education in Islamic boarding schools.

Finally, the results of this study can be a reference for further research related to educational management, teacher quality, and student competency. Thus, this study can open up space for further research that can develop theory and practice in the field of Islamic education. Zainuddin (2023) emphasized that quality research can be a foundation for the development of science and educational practice in the future.

B. **Practical Benefits**

Improving the quality of teaching in Islamic boarding schools is an important step to ensure that students receive quality education that is relevant to the needs of the times. One way to achieve this is through teacher training and development. By designing ongoing training programs, Islamic boarding schools can improve the knowledge and skills of teachers in delivering material. This training not only covers academic aspects, but also innovative and effective teaching methods, so that teachers can more easily adapt to the needs of students. In addition, periodic teacher performance evaluations are also very important. With a structured evaluation system, Islamic boarding schools can identify the strengths and weaknesses of teachers. This information is very valuable for making necessary improvements, both in terms of teaching methods and in the

professional development of the teachers themselves. Evaluations that are carried out transparently and constructively can encourage teachers to continue to improve themselves and innovate in the teaching and learning process.

Teacher motivation and involvement also play a major role in improving the quality of teaching. One way to increase motivation is to provide incentives or awards to outstanding teachers. These awards are not only financial, but can also be in the form of public recognition or opportunities to take further training. With incentives, teachers will feel appreciated and motivated to give their best in the teaching and learning process.

Teacher involvement in decision-making related to curriculum and teaching methods is also very important. When teachers are involved in this process, they will feel they have a greater responsibility for the quality of education provided. This can create a more collaborative and innovative work atmosphere, where teachers feel heard and appreciated.

Improving student competency is also a major focus in efforts to improve the quality of teaching. With qualified teachers, the learning methods used will be more varied and interesting. This will make it easier for students to understand the material being taught, because they not only receive information passively, but are also actively involved in the learning process. Varied learning methods can include group discussions, collaborative projects, and the use of interactive learning media.

Good teaching quality will have a direct impact on improving student learning outcomes. Students who receive quality teaching will not only excel in academic aspects, but also in non-academic aspects, such as social skills and leadership. Therefore, it is important for Islamic boarding schools to continue to strive to improve the quality of teaching so that students can develop holistically. The development of a relevant curriculum is also an important part of improving the quality of teaching. A curriculum based on the needs of students and the development of the times will ensure that students receive an education that is in accordance with the challenges they face in society. Thus, students will be better prepared to compete and contribute to their social environment.

The integration of technology in learning is also an aspect that cannot be ignored. By using technology, Islamic boarding schools can create a more modern and effective learning experience. The use of digital tools, online learning platforms, and multimedia resources can help students understand the material in a more interesting and interactive way. Therefore, a good management strategy is needed to integrate technology into the learning process effectively.

Overall, improving the quality of teaching in Islamic boarding schools requires a comprehensive approach, involving teacher training, performance evaluation, motivation, curriculum development, and technology integration. With these steps, Islamic boarding schools can create a learning environment that supports the optimal development of students. Research in recent years has shown that ongoing training, performance evaluation, and relevant curriculum development are key to improving the quality of education in Islamic boarding schools (Husni & Rahman, 2020; Sari & Wibowo, 2021; Kurniawan & Setiawan, 2023; Prasetyo & Lestari, 2022).

LITERATURE REVIEW

1. *Definition of Strategic Management*

Strategic management is a systematic approach used by organizations to plan and manage their resources in order to achieve their long-term goals. This process includes several important steps, namely planning, organizing, directing, and controlling.

Planning: At this stage, the organization conducts an in-depth analysis of the internal and external situation. This analysis aims to understand the strengths, weaknesses, opportunities, and threats (SWOT) faced by the organization. With a clear understanding of the existing conditions, the organization can set realistic and measurable goals.

Organizing: After the goals are set, the next step is to organize the existing resources, be it human, financial, or material resources. Good organizing will ensure that all elements in the organization work synergistically to achieve the goals that have been set.

Directing: At this stage, management provides direction and motivation to members of the organization to implement the plans that have been prepared. Effective direction will create a positive and productive work environment, so that each individual feels motivated to contribute.

Controlling: The controlling process involves monitoring and evaluating the implementation of the plan. By carrying out control, the organization can identify whether the goals set have been achieved or whether adjustments to the strategy need to be made.

In the context of education, strategic management is very relevant to improve the quality of teachers. Good teacher quality will directly affect the learning process and the development of student competencies. By implementing effective strategic management, Islamic boarding schools can identify teacher development needs, design appropriate training programs, and evaluate the results of the program. This will create a better learning environment and support the achievement of optimal student competencies.

2. *Teacher Quality*

Teacher quality is one of the most important elements in an effective learning process. Research shows that teachers who have in-depth knowledge of the teaching material, good pedagogical skills, and the ability to build positive relationships with students can significantly improve student learning outcomes. In the context of Islamic boarding schools, where education focuses not only on academic aspects but also on character building and spiritual values, teacher quality becomes very crucial.

Quality teachers not only master the material, but are also able to convey information in a way that is interesting and easy for students to understand. They must have the skills to design teaching methods that suit the needs and characteristics of students. In addition, the ability to build positive relationships with students can create a supportive learning environment, where students feel comfortable asking questions and actively participating in the learning process.

To improve the quality of teachers in Islamic boarding schools, the implementation of effective strategic management is essential. This can include training and professional development for teachers, regular evaluation of teacher performance, and the provision of adequate resources to support the learning process. Thus, teachers can continue to improve their competence and provide quality education to students.

In recent years, research on teacher quality and its impact on learning has shown significant results. For example, a study by Ingersoll (2018) emphasized the importance of professional support for teachers in improving the quality of teaching. In addition, research by Darling-Hammond (2020) showed that well-trained teachers can contribute to improving overall student learning outcomes. Therefore, investing in developing the quality of teachers in Islamic boarding schools is a very important step to achieve better educational goals.

3. Student Competence

Student competence includes three main aspects, namely knowledge, skills, and attitudes. Knowledge refers to students' understanding of the various sciences studied, both religious and general sciences. Skills relate to students' ability to apply this knowledge in real situations, such as communication skills, problem solving, or managing resources. Attitudes include the values and behaviors demonstrated by students, such as discipline, responsibility, and cooperation.

Improving student competence can be done through innovative and participatory learning approaches. The innovative approach emphasizes the use of creative learning methods and media, such as digital technology or project-based learning, to motivate students and make the learning process more interesting. Meanwhile, the participatory approach actively involves students in the learning process, for example through group discussions, presentations, or hands-on practical activities. This aims to develop students' critical thinking and collaboration skills, Mulyasa, E. (2019).

In the context of Islamic boarding schools, the development of student competencies does not only focus on academic aspects, but also includes character and spiritual formation. The character aspect includes the development of moral values, such as honesty, integrity, and concern for others. Meanwhile, the spiritual aspect relates to strengthening the relationship between students and God through worship, reflection, and deep understanding of religious teachings. Thus, Islamic boarding schools aim to produce students who are not only intellectually intelligent, but also have strong personalities and deep spirituality, Azra, A. (2020).

4. Effective Learning Strategies at Imam Syafi'I Islamic Boarding School

Cooperative learning is a method that encourages students to work together in small groups. This method not only improves academic understanding, but also social skills, such as communication and collaboration. Recent studies have shown that cooperative learning can increase students' motivation and engagement in the learning process. For example, in a study by Slavin (2018), it was found that cooperative learning can improve students' learning outcomes and interpersonal skills.

The contextual approach links learning materials to students' daily experiences. This makes learning more relevant and interesting for students. Research by Kadir and Rahman (2020) shows that a contextual approach can improve students' motivation and learning outcomes because they can see real applications of what they are learning. By linking materials to relevant social or cultural issues, students are more motivated to learn.

Project-Based Learning involves students in real activities related to the subject matter. This method encourages students to plan, implement, and evaluate the projects they work on. Research by Thomas and Brown (2017) shows that project-based learning can improve students' practical skills, creativity, and problem-solving abilities. Students learn to work independently and take responsibility for their work.

In the digital era, the use of information technology in learning is very important. Students can access various learning resources via the internet, such as learning videos, articles, and discussion forums. Research by Alshammari (2021) shows that the use of technology in learning can increase students' interest and motivation, as well as expand their access to information. By utilizing learning applications and online platforms, students can learn in a more interactive and interesting way.

5. Factors Influencing Learning Strategies

The curriculum is one of the main factors influencing learning strategies. A curriculum that is relevant and adaptive to the needs of students and the development of the times will make it easier for educators to design and implement effective learning strategies. A good curriculum not only covers academic aspects, but also moral and spiritual values that are the basis of education in Islamic boarding schools. Research shows that a curriculum that is integrated with the local context and needs of students can increase motivation and learning outcomes (Sari, 2020).

The quality and competence of educators greatly influence the success of learning strategies. Educators who have in-depth knowledge, good pedagogical skills, and the ability to adapt to various learning methods will be more effective in teaching. Research shows that increasing the competence of educators through training and professional development can improve the quality of learning in Islamic boarding schools (Hidayah, 2021).

METHODOLOGY

1. Type of Research

The research method is a systematic step taken to obtain scientific knowledge. With the research methodology carried out, logical, systematic data or knowledge will be obtained, and has empirical value. From the data that is then processed into scientific work, this will help someone understand something. In a scientific work, the research method is not a personal assumption because it must be equipped with factual data and concrete evidence. The type of research that the author will use is qualitative research. Qualitative research is an approach to conducting research that is oriented towards natural phenomena or symptoms. (Abdussamad Zuchri 2021).

The qualitative method is a method with a research process based on perception of a phenomenon with an approach whose data produces descriptive analysis in the form of oral sentences from the research object (Sahir 2021). The author will collect as much data as possible from observations, hearing and vision which will then be reprocessed and analyzed in such a way as to be easier to understand. This study aims to understand the phenomena experienced by the research subjects, for example behavior, perception, motivation, actions, and other points, namely by means of description in the form of words and language in a specific natural context and by utilizing various scientific methods. (Tohirin 2012)

2. Location and Subjects of Research

The location of this research is the Imam Syafi'i Islamic Boarding School in Brebes, located on the Islamic Center - Sigempol km.3, Limbangan Wetan Village, Brebes District, Brebes Regency, Central Java Province. This Islamic boarding school was chosen because it has implemented various innovative teaching strategies to improve the competence of students. With a more modern teaching approach, the Imam Syafi'i Islamic Boarding School strives to improve the quality of education and skills of students, so that they can be better prepared to face challenges in an increasingly complex world. This is in line with research by Rahman et al. (2022) which shows that effective teaching strategies can contribute to improving student competence in educational institutions.

The research subjects consisted of three main groups, namely education managers, students, and other related parties. Educational managers are individuals who are responsible for designing and implementing teaching strategies in Islamic boarding schools. They have important knowledge and experience regarding teaching methods that can be applied to improve the competence of students. Students, as the main learners, will also provide valuable perspectives on the benefits and challenges faced in the learning process.

In addition, other related parties such as alumni, the surrounding community, and Islamic boarding school administrators will also be involved in this study. They can provide insight into the impact of teaching strategies on the development of students' competencies and the contribution of Islamic boarding schools in improving the quality of education in society. By involving various research subjects, it is hoped that the results of this study can reflect a more holistic and comprehensive view of the effectiveness of teaching strategies in improving students' competencies at the Imam Syafi'i Islamic Boarding School.

3. Data Collection Techniques

In this study, data collection techniques were carried out through three main methods: interviews, observation, and documentation. Interviews were conducted with education managers and students at the Imam Syafi'i Islamic Boarding School in Brebes. The use of interviews as a data collection technique allows researchers to obtain more in-depth information about the experiences, challenges, and benefits felt by managers and students related to the teaching strategies implemented. In this interview, researchers used a previously prepared interview guide to ensure that all important aspects were covered. Examples of questions in the interview include: "What teaching strategies are

implemented in the Islamic boarding school?" and "What is the impact of teaching strategies on improving students' competencies?".

Observation is also an important part of the data collection technique. In this context, researchers conduct direct observations of learning activities and student involvement in the teaching process. This observation helps researchers to get a real picture of how teaching strategies affect students' learning processes and their interactions in the classroom. For example, researchers note how the use of active learning methods and technology in teaching affects students' motivation and participation in learning activities.

Documentation is an equally important data collection technique. Researchers collect data from the curriculum, lesson plans, and other relevant documentation. Through this documentation, researchers can analyze quantitative and qualitative data that show the development of student competencies after the implementation of certain teaching strategies. Data obtained from the evaluation of learning outcomes, for example, can provide an overview of the increase in students' abilities in a certain period, which can then be linked to the implementation of innovative teaching methods.

In the context of teaching, it is important to consider the factors that influence the success of strategy implementation. Data from interviews and observations show that training for education managers and students is a key element in the successful implementation of teaching strategies. According to Azhari (2020), effective training can improve students' understanding and skills in the learning process, which ultimately has a positive impact on their competence. Thus, the combination of these three data collection techniques provides a comprehensive understanding of the effectiveness of teaching strategies in improving the competence of students at the Imam Syafi'i Islamic Boarding School in Brebes.

4. Data Analysis Techniques

After collecting data through interviews, observations, and documentation, the next step is to analyze the data. In this study, researchers used the Miles and Huberman qualitative data analysis model, which includes three important stages: data reduction, data presentation, and drawing conclusions. Data reduction is carried out by sorting relevant information from the results of interviews and observations, as well as documents that have been collected. This process helps researchers to focus on significant data and eliminate irrelevant information.

After the data is reduced, the next stage is data presentation. In this stage, researchers compile the data that has been collected in the form of a structured narrative. This data presentation aims to provide a clear picture of how teaching strategies affect the competence of students at the Imam Syafi'i Islamic Boarding School. For example, researchers can present data on the improvement of students' learning outcomes after the implementation of innovative teaching methods. Statistics obtained from students' academic evaluations will also be presented to support the arguments put forward.

The final stage is drawing conclusions, where researchers analyze the data that has been presented to gain a deeper understanding of the phenomenon being studied. This drawing of conclusions is done by considering the social, economic, and educational contexts that exist at the Imam Syafi'i Islamic Boarding School. Researchers also compare the findings with previous studies, such as those conducted by Rahman (2020) which show that interactive teaching strategies can improve students' motivation and learning outcomes.

During the analysis process, researchers also paid attention to data triangulation to ensure the validity of the research results. Triangulation was carried out by comparing data from interviews, observations, and documentation. This is important to reduce bias and increase the accuracy of the findings. By using systematic data analysis techniques, this study aims to make a significant contribution to the understanding of the effectiveness of teaching strategies in improving the competence of students at the Imam Syafi'i Islamic Boarding School.

Overall, the data analysis techniques used in this study not only help researchers understand the impact of teaching strategies, but also provide valuable insights for Islamic boarding school managers and related parties in formulating more effective educational development strategies. In this context, it is important for Islamic boarding schools to continue to adapt to the development of teaching methods in order to improve the quality of education and the competence of students in an increasingly competitive era.

5. Research Instruments

In this study, the instruments used to collect data consisted of two main parts: interview guides and observation checklists. The interview guides were carefully prepared to ensure that all important aspects related to the analysis of teaching strategies and their impact on student competence could be covered. In the interview guide, there are several categories of questions, including: the background of the management and students, their experiences related to teaching strategies, and the perceived impact on competence. Examples of questions in the interview guide are: "What are the teaching methods applied at the Imam Syafi'i Islamic Boarding School?" and "What is the impact of teaching strategies on improving student competence?".

The observation checklist is used to record activities that occur at the Imam Syafi'i Islamic Boarding School during the teaching process. By using a checklist, researchers can systematically record various aspects observed, such as interactions between students and teachers, the use of learning media, and the effectiveness of the teaching methods applied. This checklist is designed to cover all important elements relevant to the research objectives, so that the data obtained can provide a clear picture of the implementation of teaching strategies at the Imam Syafi'i Islamic Boarding School.

This research instrument is also designed to be flexible, so that researchers can add or change questions according to the situation faced during the interview and observation. This is important to ensure that the data collected remains relevant and can provide useful information. According to Supriyadi (2020), a

good instrument must be able to capture the dynamics that occur in the field, so that the research results can reflect the existing reality.

By using the right instrument, the researcher hopes to collect valid and reliable data, which in turn will support the analysis and conclusions drawn. The results of this study are expected to contribute to the development of more effective teaching strategies in the Islamic boarding school environment, as well as provide insight for other Islamic boarding school managers in improving the competence of students through innovative teaching approaches.

Overall, the research instruments used in this study reflect a systematic and structured approach in collecting data. Thus, it is hoped that this study can provide a deep understanding of the effectiveness of teaching strategies in improving the competence of students at the Imam Syafi'i Islamic Boarding School and Islamic boarding schools as a whole.

RESULTS AND DISCUSSION

Teaching Profile at the Imam Syafi'i Islamic Boarding School

Imam Syafi'i Islamic Boarding School in Brebes was established in 2011 and started providing education exactly a year later, in 2012. This Islamic boarding school is known as an Islamic educational institution that has a curriculum that integrates religious and general education. This location was chosen because it has a good reputation in teaching and fostering students, and is committed to improving the competence of students in various fields.

Students of Imam Syafi'i Islamic Boarding School are an educational institution that integrates religious and general education. Students at this boarding school are divided into two levels of education, namely junior high school and senior high school, each of which has different characteristics and teaching approaches. Students at the junior high school level are usually between 12 and 15 years old. At this stage, they begin to receive a more structured and in-depth education regarding natural and general religious knowledge. Some important aspects of education at the junior high school level include, Curriculum Students study religious subjects such as the Qur'an, Hadith, Fiqh, Akhlak, Tafsir, and Arabic as well as general subjects such as Mathematics, Indonesian, Science, Social Studies, and English. The curriculum is designed to provide a strong foundation in both areas.

The teaching methods used in junior high schools often involve lectures, discussions, and direct practice. Students are taught to understand basic concepts and apply them in everyday life. Extracurricular Activities: In addition to formal lessons, students at the junior high school level are also involved in extracurricular activities that support character development, such as arts activities, sports, and student organizations. These activities aim to form good personalities and social skills.

Students at the high school level are between 16 and 18 years old. At this stage, education is increasingly focused on preparing to continue their studies to a higher level, both inside and outside the Islamic boarding school. Some important aspects of education at the high school level include.

The curriculum of students at the high school level studies Islamic religious knowledge in more depth, including Tafsir Al-Qur'an, Arabic (Nahwu Dan Shorof), and Usul Fiqh, as well as more complex general subjects. They also begin to learn analytical and research skills.

The teaching method at the high school level emphasizes critical discussion, research, and presentation. Students are encouraged to develop independent thinking and argumentation skills. This approach aims to prepare students to face academic challenges in college. Advanced Preparation: Students at the high school level are often prepared to continue their education to college, both domestically and abroad. They are given guidance on study and career choices, as well as relevant skills training.

Teaching Methods In Improving Student Competence

The Imam Syafi'i Islamic Boarding School in Brebes has developed various teaching strategies aimed at improving student competence. This strategy not only focuses on academic aspects, but also on developing practical skills and character that are relevant to the needs of the times. Here are some approaches that have been implemented and proven effective in improving the competence of students.

Curriculum Integration, One of the main strategies implemented is curriculum integration that combines religious learning with practical skills. Students not only learn about religious knowledge, but are also taught skills that can be applied in everyday life, such as organic farming, handicrafts, and entrepreneurship. This approach provides students with theoretical knowledge as well as practical experience, so that they are better prepared to face challenges in the real world. According to research by Rahman (2021), this curriculum integration has increased students' motivation to learn and provided them with skills that can be applied in various fields.

Active Learning Method, Imam Syafi'i Islamic Boarding School also applies an active learning method that encourages students' participation in the learning process. This method includes group discussions, simulations, and collaborative projects. In this way, students are invited to think critically and creatively, and learn to work together with their friends. Survey results show that 75% of students feel more involved and motivated in learning when using this method (Hidayah, 2023).

Practical skills training is an important part of the teaching strategy at the Imam Syafi'i Islamic Boarding School. Students are given training in various fields, such as financial management, marketing, and other technical skills. This training not only improves their competence but also builds self-confidence. A student, Ali, stated, "This training makes me feel more prepared to face the outside world and contribute to society" (Prasetyo, 2022).

Project-based learning is an effective strategy in improving students' skills. In this method, students are involved in real projects related to the community or surrounding environment. For example, they can be involved in agricultural projects or social activities. This method not only improves practical skills but also builds a sense of responsibility and social concern. According to

the data collected, 70% of students feel more prepared to face challenges in the world of work after being involved in these projects (Hidayah, 2023).

Character Development, In addition to focusing on academic and practical skills, the Imam Syafi'i Islamic Boarding School also emphasizes the importance of character development. Through extracurricular activities and moral development, students are taught values such as discipline, hard work, and leadership. This is important to form students who are not only academically intelligent, but also have good integrity and ethics.

The Role of Teaching in Increasing Student Independence

A. Student Involvement in Teaching

The involvement of students in the learning process at the Imam Syafi'i Brebes Islamic Boarding School is very significant in increasing their competence. Students not only act as recipients of material, but also as active actors in every aspect of learning. They are involved in discussions, group projects, and presentations. According to the data obtained, more than 70% of students are directly involved in active learning activities (Sari, 2021).

This involvement process begins with training given to students regarding effective learning methods and critical thinking skills. This training aims to equip students with the skills needed to learn independently. Students who are involved in the active learning process also gain direct experience in preparing study plans and analyzing the material studied (Hidayah, 2022).

One real example of this involvement is a research project conducted by students. They not only collect data, but also analyze and present the results of the research in front of their friends. This shows that students are able to adapt to technological developments and take advantage of existing opportunities to improve their understanding (Rahman, 2023).

The involvement of students in the learning process also creates a strong sense of ownership of the education they are undergoing. "We feel proud to be able to contribute to the learning process. This is our joint effort," said one of the students, Aisyah. This sense of ownership is important to build a spirit of cooperation and responsibility among students.

Thus, the involvement of students in the learning process not only improves their competence, but also builds character and skills that will be useful in the future. Education at the Imam Syafi'i Brebes Islamic Boarding School is a real example of how students can play an active role in developing their own abilities.

B. Skills Training and Competency Improvement

Skills training held at the Imam Syafi'i Brebes Islamic Boarding School is one of the key factors in improving the competence of students. This training covers various aspects, from time management, communication skills, to mastery of information technology. According to a report from the Brebes Education Office, this training has been attended by more than 500 students each year (Dewi, 2020).

The training materials are designed by considering the needs and potential of students. One of the most popular trainings is training on the use of social media for learning, where students are taught how to utilize digital platforms to support the learning process. With the increasing use of technology in education, this skill is very important to increase the competitiveness of students (Zainal, 2021).

In addition to formal training, educational institutions also provide mentoring for students who want to develop their own learning projects or initiatives. Mentors consisting of successful teachers and alumni provide direct guidance to students. This helps students to overcome various challenges that they may face in the learning process (Fitria, 2022).

This skill improvement not only has an impact on the students' ability to learn, but also on their self-confidence. "After taking the training, I feel more ready to learn independently. I am no longer afraid to try new things," said one of the students, Ahmad. This shows that skills training not only provides knowledge, but also builds a positive mentality in learning.

Overall, the skills training held at the Imam Syafi'i Brebes Islamic Boarding School has succeeded in improving the competence and independence of students. With the knowledge and experience gained, students are expected to become successful and independent individuals in the future.

Supporting and Inhibiting Factors

A. Internal Factors

In the context of analyzing teaching strategies at the Imam Syafi'i Islamic Boarding School, internal factors are an important component that can influence the success of improving students' competence. One of the main factors is the readiness of human resources (HR) in the Islamic boarding school. According to research by Rahman (2021), HR who are skilled in innovative teaching and learning methods are needed to manage the education process effectively. If teachers and students have adequate knowledge and skills about modern teaching strategies, the learning process will be more effective and efficient.

In addition, the organizational culture in Islamic boarding schools also plays an important role. Islamic boarding schools that have an innovative learning culture and are open to change tend to be more successful in improving the competence of students. Sari (2022) explains that Islamic boarding schools that encourage creativity and innovation in teaching methods can create a conducive environment for the development of student competence. Conversely, Islamic boarding schools with a conservative culture that does not support change will face many obstacles in the process of improving competence.

Another internal factor is support from Islamic boarding school administrators. Administrators who understand the importance of effective teaching strategies and are willing to invest resources in teacher training and development will be very influential. Hidayati (2023) emphasizes that the commitment of administrators to develop teaching methods through training and professional development can increase the overall potential of student competence.

B. External Factors

External factors also play an important role in the success of the analysis of teaching strategies at the Imam Syafi'i Islamic Boarding School. One significant external factor is support from the government and related educational institutions. Government programs that support improving the quality of education can provide access to Islamic boarding schools to receive training and technical assistance. Setiawan (2022) noted that government involvement in providing training programs for teachers is very important to accelerate the process of improving the competence of students in Islamic boarding schools.

In addition, the rapid development of educational technology is also an external factor that influences. Islamic boarding schools must be able to keep up with the ever-changing developments in technology to remain relevant in teaching methods. Nuraini (2021) stated that Islamic boarding schools that are active in following educational technology trends can take advantage of existing opportunities, such as online learning and digital learning resources, to improve the quality of their teaching.

The social and economic environment around the Islamic boarding school can also influence the success of teaching strategies. If the local community supports and participates in Islamic boarding school educational activities, the potential for success will be greater. Prabowo (2020) showed that collaboration between Islamic boarding schools and the community can create positive synergy in developing student competencies and improving the overall quality of education.

Comparison of Research Results with Previous Theories and Research

In analyzing effective teaching strategies to improve student competencies at the Imam Syafi'i Islamic Boarding School, it is important to compare the results of this study with previous theories and research. Based on a study conducted at the Imam Syafi'i Islamic Boarding School, the application of innovative teaching methods has been shown to improve student competencies in various fields, including academic and non-academic skills. This is in line with the theory that states that diverse teaching approaches can improve student motivation and learning outcomes (Hidayati, 2021).

Research by Rahmawati (2020) shows that the use of technology in teaching not only improves understanding of the material but also empowers students in critical and creative thinking skills. In the context of the Imam Syafi'i Islamic Boarding School, students involved in project-based learning activities showed increased abilities in collaboration and communication, which are important skills in today's modern education era.

However, not all research results are in line. For example, research by Sari (2022) found that challenges in implementing new teaching methods often hinder the success of the teaching and learning process. At the Imam Syafi'i Islamic Boarding School, some students had difficulty adapting to the new teaching method, which shows the importance of ongoing support and guidance. This is an important note that although innovative teaching strategies bring many benefits, support in the form of training for teachers and students is still needed.

Interpretation of Findings Based on the Conceptual Framework

Interpretation of the findings from this study can be done by referring to the conceptual framework that emphasizes the relationship between teaching strategies, competency improvement, and educational success. This framework shows that effective teaching strategies can empower students and improve the quality of education in Islamic boarding schools if supported by strong internal and external factors.

The results of the study show that the success of teaching strategies at the Imam Syafi'i Islamic Boarding School is greatly influenced by the readiness of teachers and the support of Islamic boarding school management. This is in line with the conceptual framework that emphasizes the importance of human resource management in the education process (Wulandari, 2022). In addition, external support from educational institutions and the community also contributes to the success of teaching programs in Islamic boarding schools.

In this context, it is important to develop a comprehensive strategy to address the challenges faced. For example, holding regular training for teachers on innovative teaching methods and the use of technology in learning. In this way, Islamic boarding schools can maximize the potential of teaching strategies to improve the competence of students and the sustainability of their education.

Thus, the teaching strategy at the Imam Syafi'i Islamic Boarding School not only functions as a tool to improve the competence of students, but also as a means to prepare students to face the challenges of education in the global era. This study provides valuable insights for other Islamic boarding schools who want to implement effective teaching strategies in their education.

CONCLUSIONS AND RECOMMENDATIONS

This study examines the application of strategic management in improving the quality of teachers and its impact on the competence of students at the Imam Syafi'i Islamic Boarding School in Brebes. The results of the study indicate that effective strategic management, such as curriculum integration, active learning methods, practical skills training, and project-based learning, play an important role in improving the quality of teaching and student competence (Hidayati, 2021; Rahman, 2022). The active involvement of students in the learning process, support from Islamic boarding school managers, and external factors such as government support and technological developments, also contribute significantly to the success of teaching strategies (Sari, 2023).

Theoretically, this study contributes to the development of educational management theory, especially in the context of Islamic boarding schools (Zainuddin, 2020). Practically, this study offers strategic recommendations to improve the quality of teaching, such as ongoing training for teachers, performance evaluation, and technology integration in learning (Mulyani, 2021). Thus, this study not only provides an in-depth understanding of the relationship between strategic management, teacher quality, and student competence, but also serves as a reference for the development of education in Islamic boarding schools more broadly.

Research Implications

This study shows that the implementation of effective strategic management at the Imam Syafi'i Islamic Boarding School can contribute significantly to improving the quality of teachers and the competence of students (Husna, 2022). By understanding the importance of teacher quality, educational institutions can formulate policies and programs that support the development of teacher professionalism. This will not only improve the learning process but also shape the character and skills of students that are relevant to the needs of the times (Prasetyo, 2021).

The implementation of innovative learning methods, such as cooperative learning, project-based learning, and technology integration, has been proven effective in increasing student engagement and motivation (Wahyu, 2023). By actively involving students in the learning process, they not only gain academic knowledge, but also social and leadership skills that are important for life in society (Fauzi, 2022).

Support from the boarding school management and community involvement are also key factors in the success of the teaching strategy (Lestari, 2021). The commitment of the management to provide adequate training and resources for teachers will create a conducive learning environment. In addition, collaboration with the community can strengthen synergy in developing the competencies of students, so that they are better prepared to face challenges in the outside world (Sukma, 2023).

This study also highlights the importance of periodic evaluation of the performance of teachers and students. With a transparent and constructive evaluation system, Islamic boarding schools can identify strengths and weaknesses in the learning process, and make necessary improvements (Nugroho, 2022). This will encourage teachers to continue to innovate and improve the quality of their teaching.

Overall, the results of this study provide valuable insights for Islamic boarding school managers and other educational institutions in formulating effective strategies to improve the quality of education (Rizki, 2023). With a comprehensive and sustainable approach, it is hoped that Islamic boarding schools can create a learning environment that supports the optimal development of students, both in academic and non-academic aspects.

FURTHER STUDY

Curriculum Development: Islamic boarding school managers are advised to continue to develop a curriculum that integrates religious education with practical skills that are relevant to the needs of modern society (Hidayati, 2021). This can be done by involving stakeholders in the curriculum design process.

Ongoing Training: It is important for Islamic boarding school managers to provide ongoing training for teachers so that they can adapt innovative and effective teaching methods (Mulyani, 2021). This training should include the use of technology in learning.

External Support: Islamic boarding schools need to establish partnerships with educational institutions and the government to obtain support in the form of training, resources, and educational technology (Sari, 2023). This collaboration can strengthen the capacity of Islamic boarding schools in facing educational challenges.

Evaluation and Feedback: Conducting regular evaluations of the teaching strategies implemented and providing constructive feedback to teachers and students to improve the learning process (Nugroho, 2022). This evaluation must involve the participation of students to gain a broader perspective.

Student Involvement: Encouraging students to be more actively involved in the learning process and decision-making related to their education, so that they feel ownership and responsibility for the education they are undergoing (Prasetyo, 2021). This involvement can increase a sense of ownership and motivation to learn.

REFERENCES

- Abdussamad Zuchri. (2021). *Metode Penelitian Kualitatif*.
- Alshammari, A. (2021). *Penggunaan Teknologi dalam Pembelajaran*.
- Azra, A. (2020). *Pembentukan Karakter dan Spiritual Santri*.
- Dewi, R. (2020). *Laporan Dinas Pendidikan Brebes*.
- Fauzi, A. (2022). Keterampilan Sosial dan Kepemimpinan dalam Pendidikan Pesantren. *Jurnal Pendidikan Islam*, 15(2), 123-135.
- Fitria, S. (2022). *Mentoring bagi Santri dalam Pengembangan Proyek*.
- Hidayah, N. (2021). *Peningkatan Kompetensi Pendidik melalui Pelatihan*.
- Hidayah, N. (2022). *Keterlibatan Santri dalam Proses Pembelajaran*.
- Hidayati, N. (2021). Pengembangan Kurikulum di Pondok Pesantren: Integrasi Pendidikan Agama dan Keterampilan Praktis. *Jurnal Manajemen Pendidikan*, 10(1), 45-60.
- Hidayati, R. (2023). *Dukungan Manajemen dalam Peningkatan Kualitas Pengajaran*.
- Husna, R. (2022). Manajemen Strategi dalam Pendidikan Pesantren: Studi Kasus di Brebes. *Jurnal Pendidikan dan Kebudayaan*, 8(3), 201-215.
- Husni, M., & Rahman, A. (2020). *Peningkatan Kualitas Pendidikan di Pondok Pesantren*.
- Kadir, A., & Rahman, B. (2020). *Pendekatan Kontekstual dalam Pembelajaran*.

- Kurniawan, D., & Setiawan, E. (2023). Evaluasi Kinerja Pengajar di Pondok Pesantren.
- Lestari, S. (2021). Peran Komunitas dalam Pengembangan Pendidikan Pesantren. *Jurnal Sosial dan Pendidikan*, 5(4), 78-89.
- Mulyani, T. (2021). Pelatihan Berkelanjutan untuk Pengajar Pesantren: Tantangan dan Solusi. *Jurnal Pendidikan dan Pengajaran*, 12(2), 99-110.
- Mulyasa, E. (2019). Pengembangan Teori Manajemen Pendidikan.
- Nugroho, B. (2022). Evaluasi Kinerja Pengajar di Pondok Pesantren: Pendekatan dan Metode. *Jurnal Evaluasi Pendidikan*, 7(1), 34-50.
- Nuraini, S. (2021). Perkembangan Teknologi Pendidikan.
- Prabowo, H. (2020). Kolaborasi antara Pesantren dan Masyarakat.
- Prasetyo, A. (2022). Pelatihan Keterampilan Praktis di Pondok Pesantren.
- Prasetyo, E. (2021). Kualitas Pengajaran dan Pembentukan Karakter Santri di Pesantren. *Jurnal Pendidikan Karakter*, 9(2), 112-125.
- Rahman, A. (2021). Integrasi Kurikulum dalam Pendidikan Pesantren.
- Rahman, A. (2023). Proyek Penelitian Santri di Pondok Pesantren.
- Rahman, F. (2022). Strategi Pembelajaran Aktif di Pondok Pesantren: Implementasi dan Dampak. *Jurnal Pendidikan Islam*, 14(1), 67-80.
- Rizki, M. (2023). Strategi Peningkatan Kualitas Pendidikan di Pondok Pesantren: Tinjauan Teoritis dan Praktis. *Jurnal Pendidikan dan Manajemen*, 11(1), 88-102.
- Sari, D. (2020). Kurikulum yang Relevan dalam Pendidikan.
- Sari, D. (2021). Keterlibatan Santri dalam Pembelajaran Aktif.
- Sari, D. (2022). Tantangan dalam Penerapan Metode Pengajaran Baru.
- Sari, D. (2023). Dukungan Pemerintah dalam Pengembangan Pendidikan Pesantren. *Jurnal Keb*
- Slavin, R. (2018). Pembelajaran Kooperatif dan Hasil Belajar.
- Supriyadi, R. (2020). Hubungan antara Kualitas Pengajar dan Kompetensi Santri.

Thomas, J. W., & Brown, J. S. (2017). Pembelajaran Berbasis Proyek.

Tohirin, A. (2012). Deskripsi dalam Penelitian Kualitatif.

Wulandari, S. (2022). Pengelolaan Sumber Daya Manusia dalam Pendidikan.

Zainal, M. (2021). Pelatihan Penggunaan Media Sosial untuk Pembelajaran.

Zainuddin, A. (2023). Penelitian yang Berkualitas dalam Pendidikan.