



## Strategic Management in Islamic Full Day School Institutional Development in the Era of Artificial Intelligence

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### Abstract

**Keywords:**

Strategy  
Management;  
Full Day School;  
Institutional  
Development  
Strategy;  
Artificial  
Intelligence.

Strategic management in Islamic full day school institutional development has main components, namely first, analysis of the organizational environment which functions as early detection and prediction of threats and opportunities, second, analysis of organizational profiles functions as detection of organizational weaknesses and strengths, third, organizational strategy functions as the achievement of organizational goals. . This research uses a qualitative research method with a case study approach. The results of the research show that in strategic management in developing Islamic full day school institutions in the era of artificial intelligence, there are three things that must be considered, first, strategic management, this process requires a SWOT analysis, carried out thoroughly on the internal and external environment of the school, identifying strengths, weaknesses, opportunities and threats of future education related to the use of technology, making it easier to prepare a vision and mission as well as targets and programs. Second. The Institutional Development Strategy requires a Strategic Plan (Renstra), including specific steps that must be taken to integrate future education in the era of Artificial Intelligence (AI) by paying attention to strengthening fundamentals, strengthening existence and building partnerships and communities. The three Quality Assurance Systems, carried out in a consistent and consistent manner in institutional development, are organized internally by the institution, the Internal Quality Assurance System (SPMI) and organized by the Government as the main person responsible for the education quality system, the External Quality Assurance System (SPME). then automatically the institution is a quality institution.

**Abstrak :**

**Kata Kunci:**  
Manajemen Strategis;  
Full Day School; Strategi  
Pengembangan Institusi;  
Artificial Intelligence.

*Manajemen strategis dalam pengembangan kelembagaan islamic full day school memiliki komponen utama yaitu yang pertama analisa lingkungan organisasi berfungsi sebagai deteksi awal dan prediksi ancaman dan peluang, kedua analisa profil organisasi berfungsi sebagai deteksi kelemahan dan kekuatan organisasi, ketiga strategi organisasi berfungsi sebagai pencapaian tujuan organisasi.<sup>1</sup>. Penelitian ini menggunakan metode penelitian kualitatif dengan pendekatan case study. Hasil dari penelitian menunjukkan bahwa dalam manajemen strategi dalam pengembangan kelembagaan islamic full day school di era artificial intelligence, terdapat tiga hal yang harus diperhatikan, pertama, manajemen strategi, diproses ini diperlukan analisis SWOT, dilakukan secara menyeluruh terhadap lingkungan internal dan eksternal sekolah, mengidentifikasi kekuatan, kelemahan, peluang, dan ancaman pendidikan masa depan yang berkaitan dengan penggunaan teknologi, sehingga mempermudah dalam penyusunan visi dan misi serta target dan program. Kedua. Strategi Pengembangan Kelembagaan, memerlukan Rencana Strategis, meliputi langkah-langkah spesifik yang harus diambil untuk mengintegrasikan pendidikan masa depan di era Artificial Intelligence dengan memperhatikan penguatan fundamental, penguatan eksistensi dan membangun kemitraan serta komunitas. Ketiga, Sistem penjaminan mutu dilakukan dengan komitmen yang tinggi dan konsisten dalam pengembangan kelembagaan, diselenggarakan oleh intern lembaga yakni Sistem Penjamin Mutu Internal dan juga diselenggarakan oleh Pemerintah sebagai penanggungjawab utama dari sistem mutu pendidikan dalam lingkup Sistem Penjamin Mutu Eksternal. Maka secara otomatis lembaga tersebut menjadi lembaga berkualitas.*

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## 1. Introduction

Improving the quality of human resources has an important role in education in the current era. This is a major factor in realizing quality education. To produce quality human resources, superior educational institutions are needed. A superior educational institution is certainly the main goal of every society to send its sons and daughters to school. A superior institution will be realized if it has strategic management in developing an institution. As stated by Fahmi,<sup>2</sup> strategic management is the process of determining long-term directions and goals and choosing methods to achieve them, developing strategies and planned execution that focus on creating dreams and creative changes as well as a combination of quality human resources. Meanwhile, according to the explanation, strategic management is a<sup>3</sup> process the initial and comprehensive

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<sup>1</sup> Nazarudin, *Manajemen Strategik*, NoerFikri Offset, 2020.

<sup>2</sup> Agus Fahmi, 'Polarization of Educational Strategic Management in the Implementation of Full Day School', *Visionary Journal: Research and Development in the Field of Educational Administration* , 4.1 (2019) <<https://doi.org/10.33394/vis.v4i1.1973>>.

<sup>3</sup> M Khatami and Z Arifin, 'Strategic Management in Islamic Education Institutions', *Proceedings of the International Conference on Islamic Studies "Islam & Sustainable Development"* , 2021, 218–25 <<https://jurnal.ar-raniry.ac.id/index>>

determination of an organization and how to implement it, agreed at the management level and implemented by all members of the organization in order to achieve goals.

Strategic management has main components, namely first, organizational environmental analysis functions as early detection and prediction of threats and opportunities, second, organizational profile analysis functions as detection of organizational weaknesses and strengths, third, organizational strategy functions as achievement of organizational goals.

Therefore, in realizing this strategic management, the leadership of a school principal is needed. The leadership of the school principal really supports the achievement of effective and efficient school management.<sup>4</sup> The school principal is responsible for organizing education, upgrading educators and non-teaching staff, institutional administration, supervisors and even maintaining school infrastructure. So, in improving the quality of education, the role of the principal's strategy is the main factor.<sup>5</sup> And of course, Strategic Management must pay attention to National Education standards (SNP), including graduate competency standards, content standards, process standards, management standards, teacher and education staff standards, evaluation standards, financing standards, facilities and infrastructure standards.<sup>6</sup>

With the development of education in the current era, educational institutions are required to have innovative management strategies. The Full Day School system has become an educational trend in the current era, it is hoped that schools can include character education in learning, according to what was published by the Minister of Education and Culture Muhajir Efendi regarding five school days a week whose aim is to strengthen character, in accordance with PP No. 19 of 2017 regarding changes to PP No. 74 of 2008 concerning Teachers.<sup>7</sup>

Preventing and minimizing the possibility of students being involved in wrong or deviant activities and being unsupervised by the full day school system is one alternative, because additional learning hours at school can be maximized by developing themselves, interacting with a positive environment, so that it becomes a solution in forming the participants' personalities. educate. In order for this system to be implemented well, it must have strategic management in the development of educational institutions.

In the era of the Covid-19 pandemic, learning is forced online, the Ministry of Education and Culture is very aggressive in socializing the development of

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<sup>4</sup> Journal of Islamic and Educational Management, 'Strategic Management of Madrasah Heads in Improving the Quality of Educational Institutions', 4.1 (2019), 39-54 <<https://doi.org/10.15575/isema.v3i2.5268>>.

<sup>5</sup> Enjang Haryana, 'Implementasi Manajemen Stratejik Kepala Sekolah Dalam Meningkatkan Mutu Sekolah', *Indonesian Journal of Education Management & Administration Review (IJEMAR)*, 2.1 (2018), 223-30.

<sup>6</sup> Faridah Alawiyah, 'Standar Nasional Pendidikan Dasar Dan Menengah', *Aspirasi*, 8.1 (2017), 81-92.

<sup>7</sup> Alan Alfiansyah Putra and others, 'Jurnal Ilmiah STOK Bina Guna Medan HASIL PEMBENTUKAN KARAKTER SISWA PADA SEKOLAH FULL DAY SCHOOL RESULT OF THE FORMATION OF STUDENT CHARACTERS IN FULL DAY SCHOOL', *Jurnal Ilmiah STOK Bina Guna Medan*, 2.1 (2020), 43-50.

digital-based education.<sup>8</sup> At that time, educational institutions had to innovate online learning through digital devices, apart from that, teachers were also encouraged to be creative in presenting learning that was as interesting as possible. Alan Suud Maadi, stated that technological developments led to the acceleration of cultural exchange between nations. Apart from that, the ability to produce technological tools has become a variable for measuring the progress of civilization in the millennial era, in fact it is one of the causes of changes in human thinking paradigms and cultural shifts as well as the increasing dimensionality of the managerial system of a country's management system. The instantaneous demands of life, the millennial lifestyle and the advancement of world civilization can be easily accessed through technology in various parts of the world. The digital era can be interpreted as a situation where digital-based communication and information devices are used.

With the presence of the Covid-19 pandemic problem, it has forced students, teachers and schools to "taste" or encourage the taste of digital technology-based education. The results were predictable, almost all parties involved in the world of education complained of difficulties with this new emergency system. However, ready or not, digitalization of education must be immediately realized and accepted by all parties. So, what do schools actually have to prepare to welcome this new era in the world of education, along with the rapid development of Information Communication Technology, it is time for schools to use it as a means of service and support for educational activities in their respective work areas. Schools can develop educational information systems easily and practically through internet-based computer programs. Thus, schools can implement internet applications with the aim of improving excellent educational services, especially in terms of time and effectiveness. At the same time, it can support the school-Based Management Information System (MBS), especially in supporting monitoring, evaluation, reporting, strategic policies, planning, budgeting and collaboration with other parties. So, in the current <sup>9</sup>Era of Artificial Intelligence or artificial intelligence, humans are required to be able to use information technology in various forms of activity, service work, business and industry as a tool to lighten their duties and obligations. Artificial intelligence has been applied in the world of education, opening up new opportunities, potential and challenges in educational practice and experiencing several paradigmatic shifts.<sup>10</sup>

Pay attention to previous researchers, as done by<sup>11</sup> in his research entitled "*Full Day School Management (Case Study of SD Nasima and MI Al-Khoiriyah Semarang)* "; applying qualitative research methods with a case study approach, the results of the research stated that full day school management must be fulfilled with several things, namely adequate human resources. quality,

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<sup>8</sup> Hermansyah, 'Manajemen Lembaga Pendidikan Sekolah Berbasis Digitalisasi Di Era Covid 19', *Fitrah*, 12.1 (2021), 28-46.

<sup>9</sup> Sri Nurabdiah Pratiwi, 'Manajemen Strategi Sumber Daya Manusia Pendidikan Di Era 4.0', *EduTech: Jurnal Ilmu Pendidikan Dan Ilmu Sosial*, 6.1 (2020), 109-14 <<https://doi.org/10.30596/edutech.v6i1.4403>>.

<sup>10</sup> Fan Ouyang and Pengcheng Jiao, 'Artificial Intelligence in Education: The Three Paradigms', *Computers and Education: Artificial Intelligence*, 2.April (2021) <<https://doi.org/10.1016/j.caeai.2021.100020>>.

<sup>11</sup> S KHOTIJAH, 'Manajemen Full Day School (Studi Kasus Sd Nasima Dan Mi Al-Khoiriyah 1 Kota Semarang)', *Eprints.Walisongo.Ac.Id*, 2019 <[http://eprints.walisongo.ac.id/12150/1/TESIS\\_1703038004\\_SITI\\_KHOTIJAH.pdf](http://eprints.walisongo.ac.id/12150/1/TESIS_1703038004_SITI_KHOTIJAH.pdf)>.

demonstrated by solidarity, commitment and dedication, as well as in designing a curriculum that is able to boost students' potential of course creatively, apart from that the school provides good habituation activities and religious knowledge because they are at school all day, so that students have a work ethic, empathy, independence and responsibility. No less important are supporting infrastructure such as play areas, cafeterias and catering.

Likewise, research conducted by Fahmi "*Polarization of Educational Strategic Management in the Implementation of Full Day School*", this research uses qualitative methods, while the results of this research are the limited infrastructure and unprofessionalism of teachers in teaching which hinders improving the quality and success of education.

Then there is also research conducted by<sup>12</sup> the title "*Management of Islamic Full Day School in SDIT As-Salam Jayapura City*", the qualitative research method used in this research, the results of the research show that there are three pillars in improving the quality of education in this institution, namely character formation, increasing the quality of competitiveness and increasing effectiveness and efficiency in education management.

This research aims to intensively study the strategic management of full day school institutional development at YPLI Al Hikmah, which is the initial institution implementing the full day school system at the national level, how is the strategic management in the institutional development of Islamic Full Day Schools in the Era of Artificial Intelligence (AI) in determine the vision and mission, market segmentation, program preparation consisting of long-term, medium-term plans, and determine superior programs and in carrying out regulatory policies, availability of infrastructure, recruitment and evaluation programs and how to administer documents in accordance with quality standards by referring to the provisions BSNP and how to manage strategy in the Era of Artificial Intelligence

## 2. Methods

To study and analyze strategic management in the institutional development of Islamic full day schools, researchers used qualitative research methods with a multi-case approach. According to (Susilo Rahardjo & Gudnanto : 2010) that case studies are a method for understanding individuals which is carried out in an integrative and comprehensive manner in order to obtain a deep understanding of the individual and the problems they face with the aim of solving their problems and achieving good personal development. To obtain data, the data collection technique that the researcher used was in-depth interviews with the leadership at YLPI Al Hikmah Surabaya, namely head of secretariat, head of Research and Development, Director of Full Day School, Head of SD Al Hikmah Full Day School, and collects documents such as Strategic Plan, and history books on the founding of YPLI Al Hikmah.

After the data is collected, the data needs to be analyzed. Miles and Huberman convey in a book written by Sugiono<sup>13</sup> "*that qualitative data analysis is carried out interactively and is carried out continuously until completion, so that the data is saturated*". There are three stages in the qualitative data analysis process, namely data reduction, data presentation, and data verification.

*first stage* in analysis is data reduction. According to data reduction, the collected data will be summarized and selected according to the research

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<sup>12</sup> Fakultas Tarbiyah, 'Manajemen Pengelolaan Islamic Full Day School Di SDIT AS SALAM Kota Jayapura', 1 (2013), 421-36.

<sup>13</sup> Sugiyono, 'Penerbit Pustaka Ramadhan, Bandung', *Analisis Data Kualitatif*, 2016, 180 <<https://core.ac.uk/download/pdf/228075212.pdf>>.

objectives, *the second stage*, data presentation. Miles and Huberman "*looking at displays help us to understand what is helping pening and to do something-further analysis or cation on that understanding*", then in this stage the data is described with short narrative text descriptions, then the *third stage*, namely data verification conclusions from research results that match the research objectives.

### 3. Results and Discussion

In developing institutions strategic management is needed, according to<sup>14</sup> strategic management is a process to achieve desired goals by being future oriented, seeing opportunities and anticipating various threats. Apart from that, strategic management in institutional development requires reference to quality standards and the concept of institutional development must be able to respond to current developments and human resource needs in the era of Artificial Intelligence. The research focus at YLPI AI Hikmah Surabaya, is an institution that started the full day school system at the national level, founded in 1990, has a vision and mission to become a quality Islamic school that is easy to emulate.<sup>15</sup>

The idea for the Full Day School, the leadership of YPLI AI Hikmah, got the idea from a neighboring country, namely Kuala Lumpur, Malaysia. With the philosophy that "If parents work all day while children only go to school for half a day, then the rest will be educated by the screen or people on the street" so that in 1991 a full day school system was initiated with hours from 07.00 to 15.45.

#### 3.1 Strategic Management in the Era of Artificial Intelligence (AI)

Strategic management in the institutional development of Islamic full day schools in the era of artificial intelligence (AI) involves planning and implementing appropriate strategies by conducting literature studies that predict the future to utilize Artificial Intelligence (AI) technology in institutional development, as carried out by YLPI AI Hikmah Surabaya<sup>16</sup> collaborated with LPPM, by producing a Master Plan for the development of AI Hikmah 2028, which then became a reference used by Heads of Departments, Directors of Education, Heads of STKIP, and Principals of Schools to prepare Medium Term (4 yearly) and Short Term (annual) Plans starting with 2019-2020 academic year as preparation for RJP AI Hikmah 2020-2028. Strategic management in the era of artificial intelligence is in accordance with what was conveyed by the statement that strategic management is a process for achieving desired goals by being future oriented, seeing opportunities and anticipating various threats, so the things that are done in early detection are:

1. Conduct environmental analysis using SWOT analysis. This analysis is carried out comprehensively on the internal and external environment of the school, identifying strengths, weaknesses, opportunities and threats to future education related to the use of Artificial Intelligence (AI) technology in school institutions. Understand how Artificial Intelligence (AI) technology can influence the learning process, student management, communication and school administration.

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<sup>14</sup> Santika Lia, 'MANAJEMEN STRATEGIK PENGEMBANGAN MUTU SEKOLAH BERBASIS BOARDING SCHOOL DAN FULL DAY SCHOOL', הארץ, 8.5.2017, 2022, 2003-5 <<https://www.who.int/news-room/fact-sheets/detail/autism-spectrum-disorders>>.

<sup>15</sup> Yayasan Lembaga Pendidikan Islam AI Hikmah, *AI Hikmah Mendidik Untuk Negeri* (Surabaya: Yayasan Lembaga Pendidikan Islam AI Hikmah, 2019).

<sup>16</sup> LPPM UM Jember, 'Rencana Induk Pengembangan Penelitian', 2015, 2021-35.



2. Develop a clear vision and mission for the institutional development of Islamic full day schools that are relevant to education future. Ensure that the school's vision and mission are in line with its objectives, such as improving operational efficiency, learning quality, or developing a curriculum that is in accordance with Islamic principles. In preparing the vision and mission, YLPI AI Hikmah is based on organizational strategic thinking, namely *first* the rationale, *secondly* the basic considerations and values of YLPI AI Hikmah including motives, brand image, values, dreams, and hopes, *thirdly* future education, and *fourthly* conditions the latest period from YLPI AI Hikmah. The interaction of the considerations can be seen in Figure 1

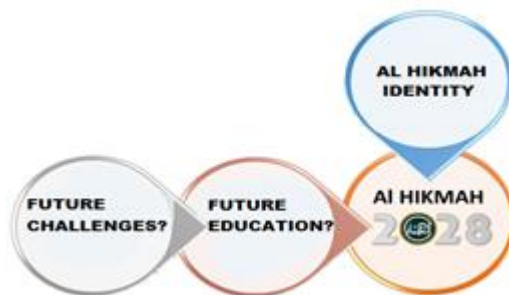


Figure 1. The main consideration for formulating the AI Hikmah 2028 Vision

It can be seen from Figure 1 that formulating a vision by conducting trend watching to see the future challenges that will be faced, so that it is discovered how to develop future educational development by referring to the values of Al Hikmah's identity. Challenges for institutions and students in the future.

3. Determine targets and programs

In determining targets and programs, factors for success are needed:

- a. Human Resources: Leaders of foundations, institutions and schools as well as educators and educational staff who are progressive and supported by adequate competence. This is important because the process involved involves all existing elements. Islamic culture formed by the 'adab' of each party will bring blessings so that all efforts made to achieve this vision will be approved by Allah SWT.
- b. Organizational structure, regulations and systems: Organizational structures & systems that accommodate roles and responsibilities according to development needs
- c. Plan and budget: Detailed planning at the implementation level supported by appropriate funding and other resources. One of the main drivers of innovation in education is educational research and development and the availability of funds.
- 3 4. Monitoring & control: Implementation up to the level of program implementation needs to be managed well so that good monitoring is needed at every stage. Evaluation can be carried out to solve obstacles so that the direction remains controlled towards achieving the vision.
- d. Relationships: Collaboration between elements in the organization is needed both to achieve the vision individually in work groups and between different work groups vertically and horizontally. The elements in question include Departments, Directorates, Schools and other elements.

### 3.2 Islamic Full Day School Institutional Development Strategy in the era of Artificial Intelligence

According to Arwani,<sup>17</sup> Aspects of educational institutional development or change can be directed at the following: (1) Organizational Structure; (2) Utilization of Technology; (3) Physical arrangement of the building; (4) Process; (5) Human Resources; (6) Cutting unnecessary funding (budget efficiency); and (7) Good work culture. Meanwhile, Oliver Wiliamson analyzes institutional development in four scopes of discussion, namely institutional development that occurs at: (1) social (community) level; (2) formal institutional level (formal institutional environment); (3) level up governance; and (4) development is continuous.

From the theory above, an institutional development strategy is needed:

#### a. *Institutional Development Strategy*

The institutional development strategy requires a Strategic Plan (RENSTRA), which is a document containing long-term and short-term goals for future education in the use of Artificial Intelligence (AI) technology. The plan includes specific steps that must be taken to integrate future education in the daily activities of the school. For example, the use of AI in student management systems, assessment systems, or developing interactive learning content. In creating the RENTRA, YLPI Al Hikmah refers to the vision and mission that have been determined.

There are 3 main pillars in preparing a Strategic Plan for the institutional development of Islamic Full Day Schools in the Era of Artificial Intelligence. For detail information, we performed it in Figure 2.

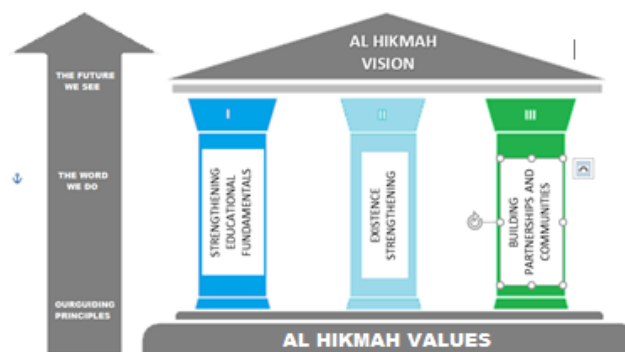


Figure 2. Three pillars of development strategy to achieve the vision of Al Hikmah 2028

Figure 2 shows that the strategy for developing Islamic full day school institutions in the era of artificial intelligence is:

#### 1. Fundamental Strengthening

Strengthening by cultivating Islamic values. This is done by internalizing etiquette and curriculum and organizational culture, meaning that etiquette or values are carried out not only in the interaction of the teaching and learning process but have become part of the organizational culture in every aspect. This aims to ensure that these values continue to grow along with the times.

<sup>17</sup> Ragil Arwani, 'Formulasi Strategi Pengembangan Kelembagaan Pendidikan Tinggi Berbasis Pesantren', 1 (2022), 20–36.



a) Strengthening graduation competencies in the era of Artificial Intelligence

Strengthening graduation competencies to support the achievement of graduates in accordance with their time or era. This ability is needed as a provision to become part of a world citizen in a 'borderless' world along with developments in science and technology that influence people's social life (society 5.0). The *first* competency of graduates is Attitude, this is an important thing to pay attention to because the challenge in the future for a Muslim is the loss of *adab*. *Second*, knowledge, technological developments are increasingly developing, this is indicated by the greater role of robots in solving problems. *Third* Skill, this ability is creative and productive.

b) Resource management (HR)

appropriate human resources (HR) according to Future Education by upgrading the development and implementation of Artificial Intelligence (AI) technology. This includes the budget, personnel, and infrastructure required to utilize artificial intelligence (AI) effectively within school institutions. Special training may be required for staff and teachers to understand and use Artificial Intelligence (AI) technology well. related to human resources, there are three main requirements for YPLI Al Hikmah's human resources, *firstly* intelligence, that intelligent human resources mean knowing the best way to approach each student with different characteristics, and making difficult lessons easy. *Second*, Amanah means being able to accept and carry out duties as a teacher with responsibility for educating students in class. *Third*, easily adapt to change. So, from these three conditions, YPLI Al Hikmah is committed to improving human resources.

c) Skills and knowledge abilities

Institute, implements that new human resources receive 400 hours of training involving the Foundation, Director, principal, deputy principal, covering the profile of the Al Hikmah institution (vision and mission), teaching methods, field of study and others. And for all human resources, both from institutions and units, they hold regular training and development, such as congregational dawn movements, Koran prayer, strengthening vision and mission and foundations as well as training according to needs. Apart from that, also for leaders starting from deputy principals, school principals, directors and heads of departments receive training and development, one of which is in collaboration with training and leadership institutions.

2. Existence Strengthening

The strategy for developing an Islamic full day school institution in the era of artificial intelligence so that the institution continues to exist from time to time is by expanding the area (coverage area). Strengthening existence involves other parties at the national and international levels by building supporting organizations, facilities and infrastructure, in the form of sharing infrastructure, human

resources (HR), systems and management concepts accompanied by strengthening financing for sustainability and development.

3. Building Partnerships and Communities

By establishing collaboration and partnerships, the aim of building partnerships with related institutions, both domestic and foreign, is one of the institutional development strategies for Islamic full day schools in the era of Artificial Intelligence. In relation to Artificial Intelligence (AI) technology, YLPI AI Hikmah invited one of the schools in Singapore to explain the smart school system, thus this collaboration can help Islamic educational institutions in developing technology, updating the curriculum, and developing expertise in the use of Artificial Intelligence (AI).

Apart from that, the institutional development strategy is to build a community as a form of trust in the community. *First*, establishing relationships with student parents as a form of synergy in achieving the vision and mission. *Secondly*, establishing relationships with alumni as tracer study institutions, strengthening alumni networks and encouraging the involvement of alumni from extended families

b. *Quality Assurance System in Institutional Development*

Educational institutions must improve the quality in delivering their services to customers and stakeholders. The quality assurance system in institutional development aims to fulfill the rules for fulfilling quality standards in educational units applied to primary, secondary, upper and higher schools which is carried out in a holistic, systematic and sustainable manner.<sup>18</sup> If the quality assurance system is able to be carried out consistently and consistently in institutional development, then automatically the institution is a quality institution.

In ensuring quality in institutional development, a quality guarantor is needed, according to the provisions of the Ministry of Education and Culture, there are two assessment institutions:

1. Internal Quality Assurance System (SPMI)

is an internal quality assurance system carried out by internal institutions. With the aim of controlling and overseeing the suitability of the programs carried out with the vision, mission and goals of the institution. The implementation of an Internal Quality Assurance System (SPMI) in education is of paramount importance as it serves as the cornerstone for maintaining and enhancing the overall quality of educational processes and outcomes. An effective SPMI ensures that educational institutions adhere to rigorous standards, fostering a culture of continuous improvement. It plays a pivotal role in monitoring and evaluating teaching methodologies, curriculum development, assessment strategies, and student support services. By establishing systematic processes for self-assessment and internal review, SPMI empowers educational institutions to identify strengths, weaknesses, and areas for improvement. This self-reflective approach not only facilitates accountability but also enables institutions to align their practices with evolving educational standards and societal needs. Moreover, a robust SPMI cultivates a

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<sup>18</sup> Istikomah, dkk. *Sistem Penjaminan Mutu*, 2016.

sense of confidence among stakeholders, including students, parents, and accrediting bodies, fostering trust in the quality and relevance of the education provided. In essence, the Internal Quality Assurance System is indispensable for creating a dynamic and responsive educational environment that consistently meets the demands of a rapidly changing world. For detail information, this can be seen in Figure 3

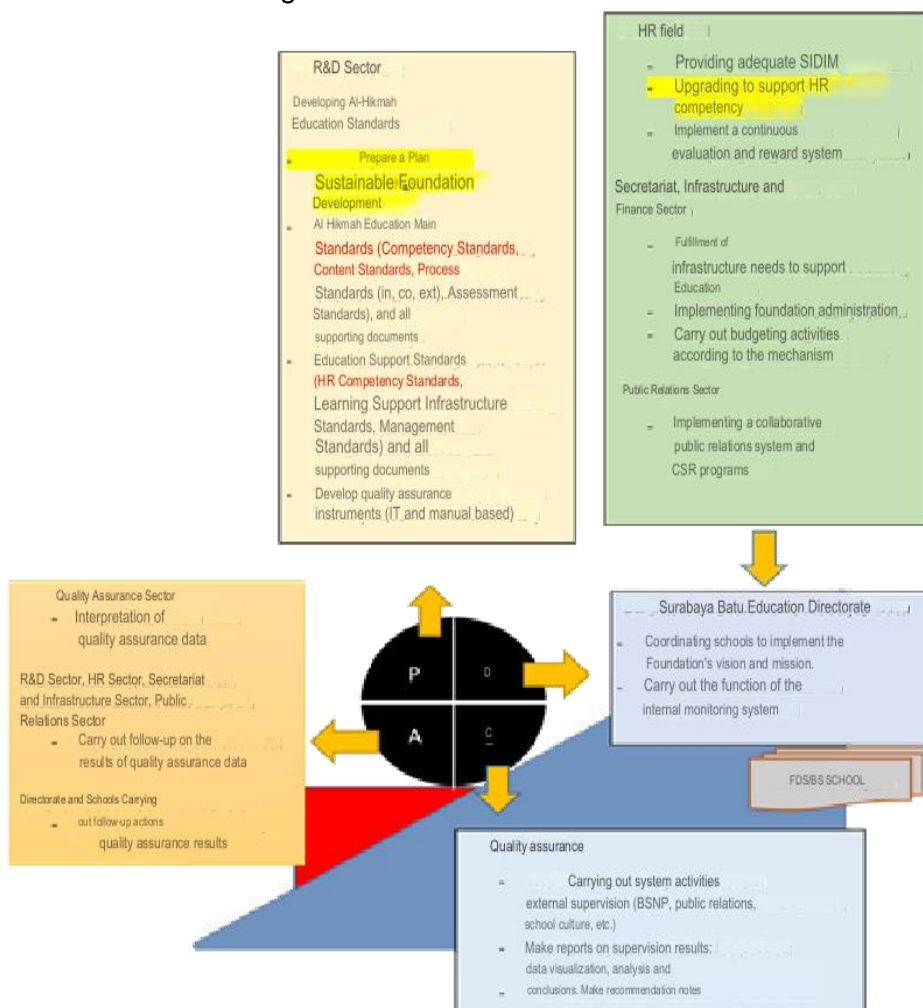


Figure 3 Quality assurance system in Institutional Development

## 2. External Quality Assurance System (SPME)

It is a form of assessment carried out by government institutions or a quality assurance system implemented by the government, regional governments, accreditation institutions and other educational standardization institutions that have been approved by the government. The aim of SPME is to measure and determine the operational feasibility of educational institutions.

As stated by Arwani,<sup>19</sup> aspects of educational institutional development or change can be directed at the following things: (1) Organizational Structure; (2) Utilization of Technology; (3) Physical

<sup>19</sup> Arwani.

arrangement of the building; (4) Process; (5) Human Resources; (6) Cutting unnecessary funding (budget efficiency); and (7) Good work culture. Meanwhile, Oliver Williamson analyzes institutional development in four scopes of discussion, namely institutional development that occurs at: (1) social (community) level; (2) formal institutional level (formal institutional environment); (3) level up governance; and (4) development is continuous. So from the theory above, in strategic management in developing Islamic full day school institutions in the era of artificial intelligence (AI) by maximizing the use of technology, especially technology in the era of artificial intelligence, it is also necessary to pay attention to a good work culture (fundamental strengthening) by fostering Islamic values, Internalizing *adab* and curriculum and organizational culture, it is hoped that *adab* or values are carried out not only in the interaction of the teaching and learning process but also becoming part of the organizational culture in every aspect, so that these Islamic values and norms continue to grow along with changing times. .

#### 4. Conclusion

Based on the findings in the research above, the conclusion reached is that strategic management in the institutional development of Islamic Full Day Schools in the Era of Artificial Intelligence, there are three things that must be considered, first, strategic management , this process requires a SWOT analysis, carried out thoroughly on the internal environment and external to the school , identifying strengths, weaknesses, opportunities and threats to future education related to the use of technology . This analysis will make it easier to prepare the vision and mission as well as targets and programs. Second. The Institutional Development Strategy requires a Strategic Plan (RENSTRA), which is a document containing long-term and short-term goals for future education in the use of Artificial Intelligence (AI) technology. The plan includes specific steps that must be taken to integrate future education in the daily activities of the school. And what needs to be paid attention to is strengthening fundamentals, strengthening existence and building partnerships and communities. Third, the Quality Assurance System is carried out consistently and consistently in institutional development, so automatically the institution is a quality institution. In accordance with the provisions of the Ministry of Education and Culture, the quality assurance system is organized by internal institutions or is called the Internal Quality Assurance System (SPMI) and is organized by the Government as the main person responsible for the education quality system or the External Quality Assurance System (SPME).

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