

Transformation of Boarding School Management Through Balanced Scorecard Approach: Case Study at Baiturrahman Boarding School Ciparay

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ABSTRACT

Amidst the demands for improving the quality of Islamic education, Islamic boarding schools as educational institutions based on religious traditions are required to have an effective and measurable management system. One of the main challenges faced is how to evaluate and improve the performance of asatidz (teachers) systematically and sustainably. This study aims to optimize Islamic boarding school management in improving the performance of asatidz through the Balanced Scorecard (BSC) approach at the Baiturrahman Ciparay Islamic Boarding School, Bandung Regency. This study uses a descriptive qualitative approach with data collection techniques in the form of observation, in-depth interviews, and documentation studies. The BSC perspective used includes four main aspects: finance, customers, internal business processes, and learning and growth. The results of the study show that before the implementation of the BSC, Islamic boarding school management was traditional and did not have a clear performance evaluation system. After the implementation of the BSC, there was a significant increase in target planning, monitoring of asatidz performance, and coordination between management sections. Performance indicators in each BSC perspective help create a more structured, transparent, and measurable work pattern. This study recommends strengthening the BSC-based management system as a strategic approach to improve the quality of Islamic boarding schools as a whole, as well as contributing to the literature on Islamic education management with a modern approach

INTRODUCTION

In the midst of the dynamics of the times and globalization, Islamic boarding schools are required not only as traditional religious institutions, but also as educational institutions that are able to produce superior and professional generations. To answer these demands, strengthening Islamic boarding school management is important, especially in improving the performance of *asatidz* who are the spearheads of education and the formation of the character of students.

However, in reality, many Islamic boarding schools still manage the performance of *asatidz* conventionally. The evaluations carried out are not standardized and tend to be subjective, thus creating a gap between expectations of educational quality and managerial practices. This also occurs at the Baiturrahman Ciparay Islamic Boarding School, which does not yet have a systematic and structured teacher performance coaching and evaluation system.

Conceptually, Islamic boarding school management includes planning, organizing, implementing, and supervising the process of educating students. Islamic education experts emphasize the importance of value-based and participatory management. However, studies that integrate modern management approaches into the Islamic boarding school system, especially in evaluating HR performance, are still limited.

Balanced Scorecard (BSC) is a strategic approach that is relevant and effective in measuring institutional performance, including education. With four main perspectives—finance, customers, internal processes, and learning and growth—BSC can be adapted to the character of Islamic boarding schools to create a comprehensive and contextual evaluation system.

Previous studies have shown that BSC is effective in improving accountability and quality of education, although its application in Islamic boarding schools is still limited to administrative aspects. This study aims to develop a BSC-based Islamic boarding school management strategy to improve the performance of *asatidz* holistically. With this approach, Islamic boarding schools are expected to have a professional, transparent, and consistent managerial system in line with Islamic values, so that they can increase competitiveness without losing their religious identity.

LITERATURE REVIEW

Islamic Boarding School Management in the Perspective of Islamic Education

Islamic boarding school management is an integrated management process of human, material, and immaterial resources in the Islamic boarding school environment with the aim of achieving effectiveness and efficiency in organizing education. From the perspective of Islamic education, Islamic boarding school management does not only rely on administrative and bureaucratic approaches, but must also be based on spiritual values and the characteristics of Islamic boarding schools. According to Hasan Asari (2015), the management system in Islamic boarding schools must uphold the principles of *syura* (deliberation), *amanah*, sincerity, and exemplary behavior as the main pillars.

In addition, Islamic boarding schools are also autonomous institutions and have unique leadership structures, such as the central position of the kiai as the holder of moral and spiritual authority. Therefore, Islamic boarding school management is required to be able to bridge the traditional value-based approach with the demands of system-based modernity.

Teacher Performance in the Context of Islamic Boarding Schools

The performance of teachers or *asatidz* in the *pesantren* environment has a broader meaning compared to the general understanding of teacher performance. Performance is not only seen from the aspect of the ability to deliver lesson materials, but also from the ability to foster morals, shape character, and be a role model for students. According to Rivai (2006), performance is the result of the work process carried out by individuals based on their competence, motivation, and role in the organization. In the context of *pesantren*, the teaching carried out by *asatidz* is not only cognitive, but also affective and spiritual. Therefore, evaluation of the performance of *asatidz* must be carried out comprehensively, structured, and accommodate the values of the *pesantren*. This evaluation is important to ensure the sustainability of the quality of education, especially in the aspects of learning, guidance, and character formation of students.

Balanced Scorecard (BSC) as a Strategic Management Tool

The Balanced Scorecard (BSC) is a strategic management framework developed by Robert Kaplan and David Norton in the early 1990s. BSC aims to measure and manage organizational performance in a balanced manner through four main perspectives: (1) financial perspective, (2) customer or stakeholder perspective, (3) internal business process perspective, and (4) learning and growth perspective (Kaplan & Norton, 1996). This approach emphasizes the importance of alignment between the organization's strategic objectives and daily operational activities. In the context of educational institutions, BSC has proven effective in improving strategic planning processes, teacher performance measurement, and stakeholder involvement in decision-making. The implementation of BSC in the Islamic boarding school environment opens up new opportunities to develop a more accountable and focused management system, without ignoring the Islamic values that are the basis of the Islamic boarding school itself.

Previous Research on BSC and Education

A number of studies have shown the success of implementing the Balanced Scorecard (BSC) in the world of education. For example, research conducted by Suryadi (2020) at a private school in West Java showed that the implementation of BSC was able to improve the quality of program planning, teacher performance management, and data-based supervision. This study emphasizes the importance of implementing the four BSC perspectives comprehensively in formal educational institutions, which structurally already have a modern managerial system. Meanwhile, Maulana (2022) in his research on Islamic educational institutions found that the learning and growth perspective of the BSC contributed significantly to improving teacher professionalism, especially in carrying out teaching tasks and developing self-

competence. This study became the forerunner to the implementation of the BSC approach in institutions based on Islamic values.

However, both Suryadi's and Maulana's research are still limited to non-Islamic boarding school formal educational institutions. The managerial structures studied tend to be in systems that have been digitized and administrative. This is different from this study which examines the implementation of the BSC as a whole in the context of Islamic boarding schools, especially the Baiturrahman Ciparay Islamic Boarding School, which has traditional characteristics and a distinctive management system based on religion. The approach in this journal not only adopts the four BSC perspectives of finance, customers, internal business processes, and learning and growth but also adapts them to the spiritual and cultural values of Islamic boarding schools.

The similarity of these three studies lies in their focus on improving the performance of educators through a measurable and targeted BSC framework. All three highlight the importance of teacher/asatidz professionalism as the spearhead of educational success. However, the uniqueness and novelty of this study lies in the contextualization of BSC in the pesantren environment, which until now has not been widely studied academically. Thus, this study not only fills the gap in literature on strategic management in pesantren, but also provides a practical model for integrating modern management approaches into tradition-based Islamic educational institutions.

METHODOLOGY

This study uses a descriptive qualitative approach with the aim of understanding in depth the implementation of the Balanced Scorecard (BSC) in optimizing Islamic boarding school management, especially in improving the performance of asatidz at the Baiturrahman Ciparay Islamic Boarding School, Bandung Regency. This approach was chosen because it is able to explore data and meaning holistically from phenomena that occur in the field, especially in the context of religious value-based institutions such as Islamic boarding schools.

Data collection techniques were carried out through three main methods, namely observation, in-depth interviews, and documentation studies. Observations were carried out to directly see the managerial process and learning activities at the Islamic boarding school, especially the interaction between management and asatidz. Interviews were conducted in depth with key informants including the head of the Islamic boarding school, the head of the care and development section, and a number of asatidz. This interview aims to explore their understanding, perceptions, and experiences in running the ongoing management system and the implementation of the BSC. Meanwhile, documentation is used to complete primary data, such as organizational structure, performance evaluation documents, and Islamic boarding school program planning.

Data analysis was carried out using data reduction, data presentation, and conclusion/verification techniques, as developed by Miles and Huberman. Data validity is strengthened through source and method triangulation techniques, to ensure that the data obtained is accurate, credible, and accountable.

With this approach, the study was able to capture the real conditions of the implementation of Islamic boarding school management and how the application of the Balanced Scorecard was able to bring about changes in the evaluation pattern and improve the performance of asatidz systematically and sustainably.

RESULTS AND DISCUSSION

This study found that before the implementation of the Balanced Scorecard (BSC), the Islamic boarding school management system at the Baiturrahman Ciparay Islamic Boarding School was still conventional, poorly documented, and did not have clear asatidz performance evaluation indicators. The evaluations carried out were subjective, relied more on personal assessments of leaders, and had not touched on strategic aspects such as productivity, stakeholder satisfaction, or measurable teacher competency development.

After the implementation of the BSC, there was a significant shift in the managerial paradigm. The application of the four BSC perspectives of finance, customers (students and guardians), internal business processes, and learning and growth became a comprehensive and integrated evaluation framework.

Financial Perspective

In this perspective, Islamic boarding schools began to design and implement more transparent budget allocations for asatidz training programs, performance-based incentives, and procurement of supporting facilities. This has an impact on increasing the work motivation of asatidz, because there are awards that are in line with their contributions.

Customer Perspective (Stakeholders)

The satisfaction of students and guardians is one of the important indicators. Through surveys and communication forums, Islamic boarding school managers measure their perceptions of the quality of teaching, the exemplary behavior of teachers, and the discipline and morals instilled. The results show an increase in trust in the institution and a more harmonious relationship between teachers, students, and parents.

Internal Business Process Perspective

The learning and care process at Islamic boarding schools has been reorganized. Management has established a more systematic SOP (Standard Operating Procedure) in evaluating teacher performance, such as through teaching reports, periodic supervision, and measuring targets for achieving Islamic memorization and tsaqafah. Improving coordination between divisions – teaching, care, and administration – is also part of this improvement.

Learning and Growth Perspective

The development of teacher competency is a top priority. Islamic boarding schools have begun to hold routine training related to teaching methodology, classroom management, and improving teacher spirituality and professionalism. In addition, a culture of literacy and continuous learning is encouraged through scientific halaqah programs, peer teaching, and assignments of scientific papers.

In general, the implementation of BSC has a positive impact in the form of increased managerial accountability, increased performance of *asatidz* objectively and measurably, and strengthening the culture of quality in the process of education and fostering students. Although there were initial challenges such as resistance to change, limited understanding of the BSC concept, and minimal support for digital technology, these obstacles can be overcome through a sustainable coaching approach and participatory involvement of all parties.

This finding confirms that the integration of BSC in Islamic boarding school management is not only possible, but also able to improve the quality of Islamic education as a whole. This is in line with the findings of Suryadi (2020) and Maulana (2022) which prove the effectiveness of BSC in the context of formal education. However, this study broadens the scope by applying the model contextually in an Islamic boarding school environment based on tradition and spirituality, thus providing a new contribution to the study of value-based Islamic education management.

CONCLUSIONS AND RECOMMENDATIONS

This study concludes that the implementation of the Balanced Scorecard (BSC) in Islamic boarding school management at the Baiturrahman Ciparay Islamic Boarding School has a significant impact on improving the performance of *asatidz* and the effectiveness of institutional governance. Before the implementation of the BSC, Islamic boarding school management tended to be unstandardized, subjective, and had minimal measurable performance indicators. After the BSC was implemented through four perspectives – finance, customers, internal business processes, and learning and growth – there was an improvement in the planning system, evaluation, and improvement of the professionalism of educators holistically.

This approach is not only able to organize a more objective and transparent evaluation system, but also strengthens the integration between modern managerial aspects and Islamic values typical of Islamic boarding schools. Thus, the BSC has proven to be adaptive and applicable to be implemented in Islamic educational institutions based on Islamic boarding schools that have their own structure and culture.

FURTHER STUDY

For Islamic Boarding Schools

Other Islamic boarding schools that have similar challenges in *asatidz* performance management are advised to start adopting the Balanced Scorecard approach gradually. Strengthening the aspect of HR training, the formation of relevant performance indicators, and stakeholder involvement are the keys to the successful implementation of this system.

For Islamic Education Managers

It is necessary to conduct socialization and training on strategic management models such as BSC for Islamic education leaders and managers, so that they have the skills to design an accountable and transparent performance-based evaluation system.

For Further Researchers

This research can be further developed by examining the effectiveness of BSC in various types of Islamic boarding schools, both salafiyah and khalafiyah, and by using quantitative methods to measure the impact of BSC implementation statistically on improving the quality of education.

For the Government and Islamic Boarding School Supervisory Institutions

Regulatory and funding support is needed to encourage Islamic boarding schools to adopt a modern managerial system that is in accordance with their characteristics and needs, without ignoring the values of Islamic tradition and spirituality that are the identity of Islamic boarding schools.

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