

# STRATEGIES FOR BUILDING A COMPETITIVE AND EXCELLENT ISLAMIC EDUCATIONAL INSTITUTION

## STRATEGI MEMBANGUN LEMBAGA PENDIDIKAN ISLAM YANG KOMPETITIF DAN UNGGUL

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### Abstrak

Di era globalisasi yang penuh dengan kompetisi, lembaga pendidikan dituntut untuk terus menerus dapat menciptakan keunggulan kompetitif agar dapat survive. Artikel ini bertujuan untuk mengeksplorasi rancangan keunggulan kompetitif lembaga pendidikan Islam dan strateginya dalam mengelola keunggulan kompetitif. Penelitian menggunakan desain penelitian kualitatif studi multisitus, karena meneliti pada dua subyek, latar atau tempat penyimpanan data, yaitu MTs Alam Sayang Ibu Dasan Geriya dan MTs Nurul Haramain NW Narmada Lombok Barat. Hasil penelitian ini menunjukkan bahwa terdapat keunggulan yang variatif pada dua situs yang diteliti dalam rancangan dan strategi mengelola keunggulan kompetitif. Dalam merancang keunggulan kompetitif dua madrasah yang menjadi objek penelitian memiliki kesamaan pada: upaya mempertimbangkan tipikal masyarakat sebagai stakeholders, mempertimbangkan perkembangan teknologi, mengelola SDM yang ada di madrasah dan mengelola sarana dan prasarana madrasah. Sedangkan dalam mengelola strategi keunggulan kompetitif terlihat tidak memiliki persamaan yang mencolok terutama pada muatan dan tujuan yang ingin dicapai oleh masing-masing madrasah.

**Kata kunci:** strategi, keunggulan kompetitif, lembaga pendidikan Islam, madrasah

### Abstract

*In the globalization era filled with competition, educational institutions were demanded to create a competitive advantage for their survival continuously. This article aims to explore the competitive advantage design in Islamic educational institutions and its strategies for managing the competitive advantage. This study applies a qualitative research design of multisite studies because it examines background or data storage on two subjects, i.e., MTs Alam Sayang Ibu Dasan Geriya and MTs Nurul Haramain NW Narmada West Lombok. This research result indicates that, variously, there are advantages at the two sites studied in the design and strategy of managing competitive*

*advantage. Designing the competitive advantages of the two madrasahs, which became the research object, has similarities in the effort for considering a typical society as the stakeholders, considering technological development, managing the existing Human Resources in the madrasah, and managing the madrasah's infrastructure and facilities. Meanwhile, in managing the strategies for competitive advantage, apparently, they do not have conspicuous similarities, particularly in the content and objective wanted to be achieved by those madrasahs.*

**Keywords:** *Strategies, competitive advantages, Islamic educational institution, madrasah*

## **Introduction**

Education is the medium to educate the nation and its people as mandated by the Constitution that government must put their effort into establishing the education sector with planned, directed, gradual, and integrated with the overall development of the nation's life, be it in the economy, science, social-cultural, and technology (Sugiyatno, 2020).

Parallel to the above mandate, the demand for the development of the educational sector gets wider. On one side, it must remain fulfilling the opportunity to obtain education for school-age children that keeps on increasing by its quantities, and on the other side, the achievement of efficient, relevant, and the improvement of education quality (Sugito, 2014). The improvement of education quality is a strategic matter in enhancing the quality of human resources that has the knowledge, skills, and an attitude oriented towards increasing the mastery of science and technology, professional skill, and work productivity conforming to the requirements of the nation's development.

Education quality which becomes the competitive advantage for the entire educational institution, does not only lie in the quality of education and learning process management. However, it is how manage Human Resources that oversees and tints the process and quality of such education (Maimun, 2016, p. 146).

In order to survive in the globalization era filled with competition, a school is demanded to keep on creating the competitive advantages conforming to the demands of changing times. Therefore, the school must actively respond positively to the changes, opportunities, and threats, strengthen the integration of school resources, both internal and external and optimize all area functions at the school. Aradea, Yuliana, and Himawan express that an organization must continuously make changes in its business

process, adjusting to the market development circumstances to survive in the business environment (Aradea et al., 2015, p. 27). As mentioned by Agus, market orientation and innovation influence positively and significantly the organization's performance both directly and indirectly through competitive advantage (Agus, 2020). The competitive advantage can be achieved by holding a good organization, content strategies, and a good performance (Ernawati, 2016; Nurdiansyah et al., 2021).

The progress and decline of a school are primarily determined by the school's internal and external environment. This matter becomes the school's task to observe the school's opportunities, threats, weaknesses, and strengths, which will result in finding the strategies leading to competitive advantages.

Previous studies on the strategies to achieve a competitive advantage in the educational institution have been widely conducted. For example, Arif (2021) and Santoso (2010) focus on strategies for building human resources in the globalization era; Buchari and Saleh (2017), Habibi (2020), and Qomarudin (2020) focus on institutional development innovation; Sartika (2018), Supratikno (2006), and Bashori (2017) focus their studies on the management intelligence to create competitive advantage. Nevertheless, these studies are in the form of an "ideal concept" based on a library approach. In addition, the field research also conducted by Suliswiyadi (2019) on SWOT analysis of excellent school development; Setiawan (2018) focuses on the modern school model to establish a competitive and innovative society. This article discusses the design and strategy for developing a competitive and excellent Islamic educational institution with the background of Islamic educational institutions with varied excellence. The study was conducted in multisite MTs Alam Sayang Ibu Dasan Geriya and MTs Nurul Haramain NW Narmada West Lombok.

Based on the researcher finding in both studied sites, each shows excellence with the varied character of education management. The advantages of each site are exciting to be studied further. Therefore, the scope of this article covers; (a) how are the competitive advantages design of MTs Alam Sayang Ibu Dasan Geriya and MTs Nurul Haramain NW Narmada West Lombok and (b) how is the both madrasahs' strategies in managing their competitive advantages.

## **Research Method**

This study is qualitative research by applying multisite design because this study investigates two subjects, background and data storage. This research subjects were more than one. Hence, it conforms to Bogdan's opinion that a study implementing a multisite approach aims to study certain subjects and compare and oppose them. The rule is that the compared subject must be similar and comparable (Yin, 2008, p. 54). Therefore, the researcher takes the same school subjects from the excellent private educational institution and Islamic boarding schools in West Lombok, e.g., MTs Alam Sayang Ibu in Dasan Geriya Village, Lingsar subdistrict, and MTs Nurul Haramain NW Narmada West Lombok.

The researcher implements several data collection techniques, such as observation, thorough interview, and documentation. The observation technique was carried out to oversee the flagship activities in the learning process and program implementation for competitive advantages and students' and teachers' activities during managing and treating competitive advantage in the madrasah. The interview method was carried out to find what kind of activities they do, and the stages are done with a detailed plan, readiness, and expectations for unaccomplished programs. The interview was conducted directly with the teachers and educational staff, madrasah principal, and students. This technique of documentation study was carried out to observe and analyze the written data implemented in the competitive advantage. The studied documents are – not only official documents – primary and secondary documents. The existing documents were used to sharpen the research result analysis.

The data analysis technique applies the Miles and Huberman model (1984), which consists of three flows of activities or the process which occurred simultaneously, e.g., data reduction, data presentation, and drawing conclusion/verification. As for the data validity, the study applies the data triangulation technique.

## **Result and Discussion**

Research findings in the First Site: MTs Sayang Ibu Dasan Geria West Lombok

### *Competitive Advantage Design*

Competitive advantage is the ability of an organization to formulate strategies to excavate profitable opportunities to optimize return on investment (T. Setiawan, 2017). In this case, such an opportunity was aimed at the institution's capability to attract

people's interest to participate directly in its management. Therefore, madrasah institution has an immense interest in increasing their selling point to the society. So people are interested in registering their children to become students at the institution through the excellent programs offered. The program activities will become the bargaining value to consumers of education, and these advantages will be responded to if consumers feel they are getting more value from the products offered by the madrasa.

Ideally, the flagship program offered to the society was designed earlier before implementation. This planning is necessary considering that the result would not be maximum if the program is not well planned. Every institution has typicality in designing the featured program. The competitive advantage design in MTs Sayang Ibu was carried out through the following several activities:

First, considering the typical community as stakeholders. Designing a madrasah program is not as easy as turning one's palm around because the program offered by the madrasah needs to observe people's requirements as the users or stakeholders. Consequently, the MTs Alam Sayang Ibu considers the typical surrounding communities arranging the featured program. So that the program produced by observing the typical surrounding communities was the creation of an eco-concept based on Iqra', that is, by reading about natural phenomena and creating critical thinking.

The graduate output needs to be addressed carefully for society as the user. For that reason, a madrasah must meticulously study and calculate the selling point of a program that will be offered to society. As a result, the designed program can attract interest and eventually solidify the madrasah's existence within the society. As in the economical principle on goods production, before the goods are produced, ideally, the producer should make meticulous calculations on the interest and trends within the society so that the product can be well accepted and absorbed.

Second, conduct SWOT analysis. Creating a flagship or competitive program is not enough to just deliberate the typical surrounding community. Nevertheless, it is necessary to examine it more deeply through a SWOT analysis, such as weighing on strengths, weaknesses, opportunities, and challenges they dealt with and carrying out the program. The SWOT analysis conducted by Eco-Madrasah Sayang Ibu is a form of anticipative steps; hence, the management would not recklessly make a program and

then offer it to the stakeholders. This activity will eventually benefit the madrasah continuity in the short-, medium-, and long term.

Third, taking from several references regarding the primacy of an institution. Some featured madrasah program was also designed from the reference study related to competitive advantage in other institutions through a comparative study. Later on, it will be used as consideration material through long and intense discussion to examine the program's strengths and weaknesses which program is about to adapt and adopted becoming madrasah featured programs. This step is necessary considering that many madrasahs had been established and existed with their featured programs. Hence, other madrasahs should learn a lot on the particular matter.

First, a consortium from JSA (Jaringan Sekolah Alam, eco-school network) Nusantara. In Indonesia, the established Eco school formed a consortium to synchronize the programs designed by the eco-based schools as Sayang Ibu Madrasah conducted such in arranging their competitive programs. Several programs taken as a competitive advantage in Sayang Ibu Madrasah become the agreement within the Nusantara Eco-School Network so that these eco-schools have similarities in several programs.

Second, considering Technological Development. Considering technological development in designing the competitive advantage is one of the important matters after conducting SWOT analysis and consortium. The impact of such consideration is that all students must bring their laptops and provide internet access as the supporting facility. It is a good thing, this obligation to implement such learning activities at the madrasah, e.g., the access to open learning sources (online and offline) and work on a research assignment, both independently and in a group. A laptop and internet facility was provided to make the student familiar with technological advancement so that they would not be techno-weenies.

Third, Managing existing HR in Madrasah. The other essential matter in managing educational institutions in an institution is the Human Resources (HR) management. Organizing the HR division as the program guardian that existed in the madrasah was carried out with teamwork built with mutual commitment from the principal, teachers, and staff to improve the institution. HR management was started by establishing a commitment to build together and enhance Madrasahs. This commitment agreement was taken at the beginning of recruitment so that it will be not only an

obligation but also a solid commitment to building cooperation from the principal, teachers, staff, and all madrasah residents. Hence, the objective can be achieved effectively and efficiently.

Fourth, managing madrasahs' infrastructure and facilities. The featured program design does not only by managing the existing HR in the madrasah. However, non-personnel management is also essential to support the implementation of the featured program. Such examples are maintaining and preserving all infrastructures and facilities in the madrasah. At the practical level, the madrasah management entrusts the responsibility to two cleaning personnel and the students to clean up and maintain the existing facilities. Giving the responsibility to maintain the facilities and infrastructure to all students will impact a strong sense of belonging to all students. Consequently, care and affection will appear, and they are determined to continue to preserve the facilities and infrastructure.

#### *Strategies in Managing Competitive Advantage*

The competitive advantage in MTs Alam Sayang Ibu Dasan Geria was managed by implementing several strategies which considered effective in reviving and maintaining these advantages, among others are; (a) Conducting open recruitment and selecting teacher with dual skills; (b) Building motivation for Teachers; (c) Developing Teachers' skill and creativity; (d) Research-based education; (e) Learning process evaluation in every Saturday; and (g) Conducting coaching for all students. Each of the components is illustrated in the following:

First, conducting open recruitment and selecting teacher with dual skills. Teacher recruitment was conducted with extra care and selection because the teachers become the front line in the education process. Eco madrasah Sayang Ibu conducted open recruitment for teaching staff to the public, either through pamphlets announcements or through the website. One of the requirements required is that the teaching staff needed are those who have dual skills, e.g., other skills other than those listed on the diploma.

The teaching staff recruitment is very selective, using application documents and interviews to prove the dual skills that a teacher candidate must have. Then the selected candidate underwent an internship or trial for one semester to see their seriousness in serving in Eco-Madrasah Sayang Ibu.

Second, building motivation for Teachers. In order to develop a program in an institution, it is not a matter of material aspect, but the Human Resources (HR) aspect is also a crucial matter. By viewing the importance of the human resources aspect, the madrasah management tries to build motivation in teachers by fulfilling their welfare, commitment, and reward or appreciation for them. This policy is one of the typical characteristics of a prominent school that provides appreciation or reward toward accomplished teachers or staff (Mantja, 2002, pp. 41–42).

Furthermore, motivation does not always provide substantial funds. However, eco madrasah Sayang Ibu builds motivation by providing appreciation and attention to the teacher, such as assigning them to join short courses and comparative study for teachers who have exemplary achievements in performing the learning process in madrasah.

Third, developing Teachers' skills and creativity. Developing teachers' skills and creativity is also a prominent dimension; it is also the characteristic of a prominent school, as emphasized by the Department of Education and Culture (Depdikbud RI, 1994). The higher the education quality improvement program, the higher the teacher's performance. On the other hand, the lower the quality improvement program level, the lower the teacher's performance and achievement level (Husaini, 2018). In order to develop teachers' skills and creativity, the madrasah management conducts various kinds of training and short course aimed at attaining additional knowledge and skill for the teacher, which eventually can be implemented in the madrasah. It does not stop there; for developing teacher creativity, the madrasah also requires every teacher to show their creativity in making teaching materials for students, be it printed, electronic, or others. Furthermore, the school's biggest expectation is to generate creative students because creative teachers have educated them.

The development of teachers' skills and creativity was carried out through many activities, such as conducting peer teaching every two weeks to present teachers' learning media innovation result and its method, active in participating at MGMP (subject teacher discussion forum) and other training, for instance, parenting and emotional control, arranging their own teaching material and even they are allowed to continue their study in-country or abroad.



Fourth, research-based learning. Research-based Learning (RBL) is a teaching system that is authentic and problem-solving with the perspective of problem formulation, problem-solving, and communicating the benefits of research results. In the RBL, there is a competence that students can: 1) have a strong understanding of basic concepts and methodologies, 2) can solve problems creatively, logically, and systematically, 3) have a scientific attitude that constantly seeks for truth, open, and honest (Arifin, 2010).

Learning in Madrasah Sayang Ibu was designed using research-based, that is, all subjects are aimed to conduct a simple research in which students were taught to find lesson material from various sources in the library and make a brief report to be presented during the class session, and then the results of students works are stored in the portfolio. This activity is aimed to accustom the students to be independent in learning, and hopefully, the students will become a scientist as in the past Muslim scientists conducted research and became famous writers.

Fifth, learning process evaluation every Saturday. In MTs Alam Sayang Ibu, the learning process on Saturday was scheduled until 11.00 AM; afterward, the students were allowed to do cleaning work, including washing clothes and taking a break. During this session, all teachers use this opportunity to conduct a learning process evaluation within the week, the progress and weaknesses they might have. Conclusion this evaluation result is discussed openly, and they thought about it together to find a solution to maintain the learning process quality. Evaluating all teachers' and teaching staff's activities becomes a routine program from Eco Madrasah Sayang Ibu to ensure that students' treatment and learning activities are always in control of their quality.

Sixth, conducting coaching for all students. All Madrasah Alam Sayang Ibu teachers have students who participate in coaching every afternoon after Asr prayer. This Coaching task monitors students' progress every day during the madrasah, including changes experienced in their study, talent development, and counseling guidance. With this Coaching activity, the school can monitor students' development and continues to be highly spirited to follow all formal and extracurricular activities.

Coaching is an individual process to obtain the skill, capabilities, and knowledge needed to develop themselves professionally and be more effective in their work. When

individuals get coaching from their superiors, they can improve their work both in the time they are and improve their potential to do more in the future (Stone, 1998, p. 124).

This coaching activity is conducted to monitor students' development and become one strategy to maintain a competitive advantage in the madrasah. Through this coaching activity, all students' activities are monitored, and they will be motivated to follow the entire activities in the madrasah, both formal and extracurricular. Coaching is "a structured conversation that uses information about actual performance between a supervisor and an individual (or team) that results in higher performance." (Jaques & Clement, 1994, p. 164)

### **Research Finding at the Second Site: MTs Nurul Haramain NW Narmada West Lombok**

#### *Competitive Advantage Design*

Competitive advantage is an essential matter and contributes to the performance improvement of a business. Innovation in every aspect of the company's or school's activities plays a central role in molding the competitive advantage of an institution. In designing competitive advantage which taken as featured or specific program of MTs Nurul Haramain NW Narmada, it is carried out by (a) Considering the typical community as the stakeholders; (b) Conducting SWOT analysis; (c) Considering Technological development; (d) Managing the existing HR in Madrasah; and (e) Managing Madrasah facilities and infrastructure.

The program design, which is featured in Madrasah Tsanawiyah Nurul Haramain NW Narmada, is first conducted by considering the typical community as the stakeholders. Madrasah observes and understands the tendency of the current users in the society fond of the internet or android to use this media as consideration for the typical community in designing its competitive advantage.

The communities nearby Nurul Haramain Islamic boarding school were once believed and lived in Hinduism. It is one of the considerations and references in arranging every program, including competitive advantage to minimize or eliminate such diverging cultures in the community near the madrasah.

In addition to viewing the typical community as the stakeholder in designing its competitive advantage program, the madrasah cannot be separated from the SWOT analysis. What are the strengths, weaknesses, opportunities, and threats they dealt with

in working on the program? Subsequently, after conducting a SWOT analysis, designing a competitive program cannot be separated from the science and technology that should be taken into account in developing a competitive advantage in the madrasah.

It turns out that madrasah, in terms of science and technology, is very adaptive in that the learning process has been designed in such a way using Information Technology & Communication-based (ITC) or multimedia. Moreover, Nurul Haramain Islamic boarding school has provided ITC-based media for all subjects to learn using multimedia. Later on, in addition to learning media, the madrasah also aids the teachers to continue their study in a higher degrees such as Master's and Doctoral to increase education quality in madrasah and as a form of competition to prepare human resources with Information Technology savvy.

After conducting a SWOT analysis and implementing technological development, the subsequent step is organizing HR as the guardian of the featured program in the madrasa by teamwork built with a joint commitment from the principal, teachers, and staff. The featured program design can be done by managing human resources in the madrasa. However, non-person management is also essential, such as maintaining and preserving all the facilities and infrastructure assigned to students or madrasa students carried out in a shift schedule.

#### *Strategies in managing Competitive Advantage*

A company or school is said to have a competitive advantage if they have characteristics of specific competence, such as good quality, smoother distribution channel, faster product handover, and famous brand product (Ernawati, 2016, p. 70). It turns out that MTs. Nurul Haramain NW Narmada has these characteristics. The competitive advantages in the institution were managed by applying several strategies which deemed to be effective in reviving and maintaining the primacy, among others are; (a) Intensifying English and Arabic learning at the Camp located in Jae Mountain; (b) Teachers' recruitment from alumni who has the competence conforming to madrasah objective, vision, & mission; (c) Improving Teaching Staffs' competence and dedication; and (d) Working on the extracurricular program with character content. Each of the components is illustrated as follows:

First, intensifying English and Arabic learning at the Camp located in Jae Mountain. MTs Nurul Haramain NW Narmada has a competitive advantage in language discipline, so it is deemed necessary to make an essential breakthrough in forging students' language skills, that is, by isolating the students in a place called "Super Camp Madani," which is located on Mount Jae, Keru Village, Narmada subdistrict.

The Madani Super Camp was utilized appropriately, and the activity was intensively guided by assistants who had adequate competence according to the standards set by the Nurul Haramain Islamic Boarding School NW Narmada. Language learning at Nurul Haramain is not only given formally in the classroom learning process according to the curriculum, but it also strengthens students' abilities and competencies through extra activities in a Camp with a four-month quarantine model. It is the place where students train their language skills.

Second, teachers' recruitment from alumni who has the competence conforming to madrasah objective, vision, & mission. Teaching staff recruitment is one strategy that should be taken into account to obtain quality. Moreover, madrasahs want the existing competitive advantage to be developed and maintained as a distinctive characteristic of MTs Nurul Haramain NW Narmada. The recruitment of teaching staff is usually carried out through a regeneration process from the best alumni. Recruitment is done in this way, and all alumni are required to do an internship at the boarding school (either at MI, MTs, or MA) for one year. The internship program will be evaluated and find qualified cadres recruited as teaching staff. Taking teachers from the Nurul Haramain Islamic boarding school alumni through internships is a program for recruiting professional teachers. Of the many apprentices, several people who look competent will be selected to become teaching staff.

Third, improving the Teaching Staffs' competence and dedication. The continuous development of science and technology requires every effort made by the institution to follow and respond to these developments and advances. MTs Nurul Haramain NW Narmada, through the boarding school program, tries to improve in science and technology discipline by conducting teaching staffs competence enhancement through intensified training in internal boarding school, advanced studies for teachers facilitated by Islamic boarding schools, and assigning teaching staff to participate in various training, MGMP (subject teacher discussion forum), and

comparative studies. Afterward, the development of teachers' competence is carried out by taking advanced studies for those ready to continue their study to a higher degree, workshops, and training, and the teachers in the KKM (minimum completeness criteria) region must attend MGMP activities.

Fourth, working on the extracurricular program with character content. Character building is a kind of human activities in which there is an educational action intended for the next generation (Koesoemah A., 2007, pp. 3–5). Character building aims to build individual self-perfection and practice self-ability continuously, leading to a better life (Hidayat, 2008, pp. 190–195).

The implementation of extracurricular at MTs Nurul Haramian is filled with character content. Such as Boy Scout is practiced to all students, including madrasah students, to educate them to have positive characters, i.e., Religious, Truthful, Tolerance, Discipline, Hardworking, Nationalism Spirit, Loving the homeland, Appreciating Achievements, Friendly/Communication, nationalism spirit, Loving Peace, Fond of Reading, Environment Care, Social Care, and Responsibility. Likewise, reforestation extracurricular activities in the context of instilling concern for others, especially future generations, by planting trees for nature's sustainability.

Additionally, art performance extracurriculars educate students to have life skills that make them confident besides knowing, they also have life skills that can make them exist in society. Similarly, speech extracurricular activities are arranged in three languages (Arabic, English, Bahasa Indonesia) as the medium to study da'wah and language knowledge thoroughly.

The extracurriculars that existed in Madrasah Tsanawiyah Nurul Haramain are inserted with content characters so that the students who follow the activities will automatically have the characters as designed by the government in these decades. Such stand out characteristics are religious, discipline, independence, mutual cooperation, and nationalism. The educational implementation can be done by strengthening the Three Curriculum Center, as conveyed by the Ministry of Education and Culture, strengthening character building does not change the curriculum, but strengthens the 2013 curriculum which already includes character building itself. In its practical application, it is conducted slight internal curricular modification so as it has character building content. Then, it is added activities in co-curricular and extracurricular. The

integration of the three is expected to instill students' character and strengthen the positive character (Muhammad, 2020; Pengelola Web Kemdikbud, 2017).

## **Conclusion**

Based on the discussion above, some discussions can be concluded, they are: *first*, the competitive advantage design in MTs Alam Sayang Ibu Dasan Geria West Lombok was carried out by undergoing several following stages: (a) Considering the typical community as the stakeholders; (b) Conducting SWOT analysis; (c) Taking several references about the primacy of an institution; (d) Consortium from JSA (Nusantara Eco-School Network); (e) Considering Technological Development; (f) Managing the existing HR in Madrasah; and (g) Managing Madrasah Facilities and Infrastructures. Subsequently, the competitive advantage design in MTs Nurul Haramain NW Narmada West Lombok is carried out by undergoing several following stages: (a) Considering the typical community as the stakeholders; (b) Conducting SWOT analysis; (c) Considering Technological Development; (d) Managing the existing HR in Madrasah; dan (e) Managing Madrasah Facilities and Infrastructures. In designing the above competitive advantage, the two madrasahs have similarities, such as: (1) the effort to consider the typical community as the stakeholders; (2) Considering technological development; (3) Managing the existing HR in Madrasah; and (4) Managing Madrasah Facilities and Infrastructures.

*Second*, if both madrasahs have similarities in designing their competitive advantage, in terms of taking strategies for designing competitive advantage, both madrasahs do not have conspicuous similarities, particularly in the content and objective they wanted to pursue. The strategies applied by MTs Sayang Ibu Dasan Geria West Lombok in managing their competitive advantage are: (a) Conducting open recruitment and selecting teachers with dual skills; (b) Building motivation for the teachers; (c) Developing teachers' skills and creativities; (d) Research-based education; (e) Learning evaluation process in every Saturday; and (f) Conducting coaching for all students. Meanwhile, the strategies applied by MTs Nurul Haramain NW Narmada West Lombok in managing competitive advantage are: (a) Intensifying English and Arabic learning at the Camp located in Jae Mountain; (b) Teachers' recruitment from alumni who has the competence conforming to madrasah objective, vision, & mission; (c) Improving

Teaching Staffs' competence and dedication; and (d) Working on the extracurricular program with character content.

The flagship programs to create competitive advantage must be carried out by all residents within the madrasah; the student follows the program intensely and is supported entirely by parents, government, and other institutions by establishing cooperation through periodical meetings.

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