Decision-Making Policies of Leaders within Islamic Boarding School's Institute to Improve Formal Education Managerial's Quality

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Abstract
The rationale of the research context in this study is mainly related to the fact that there is such a significant impact of the decision-making procedure taken by leaders in Islamic Boarding School, mostly known as *pesantren*, to improve the quality of managerial activities in formal educational institutions. Islamic boarding school institutes that oversee formal educational institutions have different strategies and decision-making with targeted goals and distinctive considerations in regulating the decisions to be reached. This study focuses on the design, implementation, and evaluation of decision-making. This study used a descriptive qualitative approach. The data were collected through observation, documentation, and interviews. The data analysis used is data reduction, data presentation, and data verification. The results showed that: first, the decision-making design consisted of steps like forming a team, identifying needs analysis, program designing, employing program socialization, and undergoing process evaluation, while the focus of the decision-making design was to improve the quality of management. Second, the implementation of decision-making procedures from the leaders can be seen in improving the quality of human resources, where they fixed and highlighted this particular aspect as they are directly

related to the quality of school management. Third, the leaders' evaluation process was done directly and indirectly through some discussion. The evaluation standard used is the evaluation undergoes the process within the decision is implemented and at the impact of the decision to measure how significant it is.

Penelitian ini dilatarbelakangi karena adanya pengambilan keputusan pimpinan yayasan yang dalam kaitannya meningkatkan mutu pengelolaan di lembaga pendidikan formal. Yayasan yang menaungi lembaga pendidikan formal memiliki strategi dan pengambilan keputusan yang berbeda dengan tujuan yang terarah dan adanya sebuah pertimbangan khusus dalam menetapkan keputusan yang akan direalisasikan. Kajian ini difokuskan pada desain, implementasi dan evaluasi pengambilan keputusan. Pendekatan yang digunakan dalam penelitian ini pendekatan kualitatif deskriptif. Untuk mengumpulkan data digunakan beberapa metode yaitu, observasi, dokumentasi dan wawancara. Sedangkan analisis datanya yakni reduksi data, penyajian data, dan verifikasi data. Hasil penelitian menunjukkan bahwa: pertama, desain pengambilan keputusan terdiri dari langkah-langkah berupa pembentukan tim, analisis kebutuhan, rancangan program, sosialisasi program, evaluasi proses, sedangkan bentuk desain pengambilan keputusan pimpinan yayasan dalam meningkatkan mutu pengelolaan. Kedua, pada Implementasi pengambilan keputusan dari pimpinan yayasan terlihat pada peningkatan mutu SDM, dimana pimpinan yayasan membenahi dan fokus pada SDM. Karena bagi pimpinan yayasan hal yang terkait langsung dengan pengelolaan sekolah yakni terletak pada SDM yang berkualitas. Ketiga, evaluasi dari pimpinan yayasan yakni secara langsung dan tidak langsung dan selalu dimusyawarahkan. Standar evaluasi yang digunakan yakni pada evaluasi ketika dilakukan saat proses maupun akhir dari keputusan tersebut dan mengukur seberapa jauh pengambilan keputusan tersebut

Keywords: *policy, quality management, leadership, Islamic boarding school*

Introduction

Currently, there is a strong tendency to have an institutional organization's consolidation, especially in the aspects of leadership

and management. The institutional development of *pesantren* is mainly caused by the diversification of the education held, which also includes madrasas and public schools that adhere to a more rational, democratic, and open system.[1] Thus, some *pesantren* develop institutions as institutes representing collective leadership.[2]

Pesantren is also one of the educational institutions spreading rapidly in Indonesia. In this era of modernization, *pesantren* have been more adapted to times by establishing formal educational institutions so that *pesantren* are no longer left behind in the academic domain.

Pesantren, established through an institute, has changed its nature into an organization that is no longer personal. Having an established institute, it can provide an excellent cooperative atmosphere following the responsibilities of each member. Thus, the educational institution within *pesantren* has the right to regulate its course at its own pace.

Leadership within an institute significantly contributes towards various tasks divisions of the *pesantren* itself. This case is related to the decision-making policies towards the quality of Islamic boarding school education where the leaders will have to organize and manage *pesantren* education according to the projected policies. Policy decisions are arranged through various ideas from the institutions and the needs of stakeholders so that all parties can accept these decisions.

An institute of a *pesantren* becomes an institution that overshadows and overcomes every problem in *pesantren* education. Therefore, the leader can make a decision that is in accordance with the needs of all parties, and it has been socialized to the parties involved and implements the decisions that have been taken.

There are some differences in each decision-making or

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[1] Abdul Munir Mulkhan, *Runtuhnya Mitos Politik Santri* (Yogyakarta: Sipres, 1999), 11.
[2] Azyumardi Azra, "Pesantren: Kontinuitas dan Perubahan" Pengantar dalam *Nurcholis Madjid, Bilik-Bilik Pesantren: Sebuah Proses Perjalanan* (Jakarta: Paramadina, 1997), xx

policy for a leader. It also has various characteristics. Some have an authoritarian nature in making decisions, and some are democratic. It depends on the way a leader copes with his leadership.

The type of leadership can be interpreted as a pattern or type of leadership that can be implemented by more than one behavior and a leadership style supporting it. Meanwhile, the leadership style can be interpreted as behavior or method chosen and used by the leader in influencing the thoughts, feelings, attitudes, and behavior of members of the organization and their subordinates. According to Eugene Emerson Jennings and Robert T Golembiewski, leaders in any organization can be classified into five main types; an autocratic leader, a militaristic leader, a paternalistic leaders, a charismatic leader, and a democratic leader.[3]

Looking at the reality of Islamic boarding schools, some remarkable things exist, primarily related to decision-making and policies aiming for a more progressive development than before. Because for Islamic boarding schools, a leader is considered the leading power in making decisions for all aspects of the boarding school itself. It is as if the decision-making cannot be changed or discussed when a leader at the Islamic boarding school establishes a policy.

This applies to the leadership of the Islamic boarding school itself or to the leadership of an institute that manages educational institutions. There will be no difference between the two because when a top leader no longer takes care of such things, a middle leader will have to handle it. Therefore, both of these leadership typologies will have the same characteristics. So they will rely on supremacy in determining and making decisions.

At least in a decision-making process, a good objective or goals for all parties should be considered in a discussion forum where all parties participate in deciding the best policy. Both the *top*

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[3] Rahmat Hidayat, Andi Samsu Alam, and Suhardiman Syamsu. "Analisis Tipe Kepemimpinan Aras Tammauni di Kabupaten Mamuju Tengah." *JAKPP: Jurnal Analisis Kebijakan & Pelayanan Publik*, 4, no. 1 (2018), 46-59. DOI: https://doi.org/10.31947/jakpp.v4i1.5904

leader as a *kiai* and *the middle leader* as the leader of the institute that oversees formal educational institutions should discuss the decision-making procedure with their subordinates so that various inputs will be accepted and provide more cooperative and effective policies.

In reality, a decision given by the institute's leaders does not lead to the promptness of the school parties to implement a program. When a decision is given, some obscurities exist in the implementation stage. Therefore, the decisions or policies related to the program itself cannot be managed efficiently. Most of the time, the leaders of the institute provide programs that do not adjust to the level of readiness of the schools and institutions. Hence, the program implementation experienced obstacles in the evaluation, in which the entire program needed an evaluation in each process. Sometimes each institute has a different evaluation system; even evaluation is only done at the end of the program being implemented.

Methods

The approach used in this study is qualitative. The qualitative approach is one approach using a natural research paradigm, which is trying to find theories by exploring data from the real world, namely data obtained from research locations conducted at the Bustanul Ulum Islamic Boarding School, which have been adapted with a research focus, then conceptualized into a particular theory. This qualitative approach is used to describe and reveal phenomena or events purely related to the research focus, namely about decision making by foundation leaders in improving the quality of management, as well as trying to find elements of knowledge that do not exist in the applicable theory related to the research focus.

The type of research used in this study is a case study, which is qualitative research that seeks to find meaning, investigate processes, and gain a deep understanding and understanding of individuals, groups, or situations. Case study research focuses on

one particular object raised as a case to be studied in depth. Case study model research emphasizes the depth of understanding of the problem under study. The case study in this study means that researchers are trying to find the true meaning of what information is related to the policies of the foundation leadership in improving the quality of management.

Because a case study is an in-depth study of an individual, a group, an organization, an activity program, and so on at a particular time, the aim is to obtain a complete and in-depth description of existing reality and phenomenon. Case studies produce data for further analysis in order to produce theories. As with the procedures for obtaining qualitative research data, case study data were obtained from interviews, observations, and documentation. In the case of studies, each event cannot be separated from its complexity and uniqueness because, in one event, there must be a complex problem.

Discussion
Design of Decision Making by Institute's Leaders in Improving Management Quality

In its development, Islamic boarding schools have gone through various cycles of development, both in terms of methodology and in the organization of the *pesantren* itself. Even more regarding institutional modernization, which is a word that is synonymous with the development of Islamic boarding schools today. Modernization has become a general trend in all aspects of life, such as political, economic, social, educational, and even religious matters.

The competition within *pesantren*, especially in the education sector, has been increased to satisfy the needs of the social community. Islamic boarding schools are no longer just developing education in a religious context, but *pesantren* include formal education through their institutions or an institute that oversees formal educational institutions.

Formal education is one of the provisions of Islamic

boarding schools, especially for the students. Formal education under Islamic boarding school institute cannot be separated from the leadership in developing the formal education by making various efforts to develop it.

Leaders in an institute have various descriptions of ideas that will be outlined in a program and then become decision makers to improve the quality of the formal educational institution itself. Therefore, an institution with an intellectual leadership figure can provide quality ideas and programs to improve the quality. The ideas or programs will then be outlined in leadership decision-making that sees the *pesantren* stakeholders' needs.

In decision-making, first of all, there should be an option based on logical consideration. Second, some other alternative options will be chosen from the best. Third, there is a goal to be achieved so that the decision is close to the initial goal.[4]

Therefore, decision-making cannot be separated from the process of intelligence activity or based on situations and conditions experienced. Further, it should be related to design activity or finding problems. Then the problem is analyzed and developed. Moreover, it also needs to cope with choice activity or the existence of many choices of an action from the alternatives that will produce problem-solving.[5]

The design steps for decision-making by leaders within an institute in improving the quality of management are:
1. Decision-making design steps
    a. Team formation
    b. Needs analysis
    c. Program design
    d. Program socialization
    e. Process evaluation

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[4] Herson Anwar, "Proses Pengambilan Keputusan untuk Mengembangkan Mutu Madrasah. *Nadwa: Jurnal Pendidikan Islam, 8, no.* 1 (2014), 37-56. https://journal.walisongo.ac.id/index.php/Nadwa/article/viewFile/569/516

[5] Kartini Kartono, *Pemimpin dan Kepemimpinan*, (Jakarta: PT. Raja Grafindo Persada. 2005), 146

2. Forms of decision-making in improving the quality of management
   a. Appointment of a compatible principal

   The appointment of a principal is one of the decisions taken by the institute's leaders. A voting system will be held regarding the election of school principals. However, the final decision lies within the institute's leaders themselves.

   b. Designing a Joint learning program to improve teacher's competence

   A joint discussion program is a discussion program or joint learning activity for teachers. Each teacher is obliged to make presentations to other teachers in accordance with their respective fields and will be supervised by the principal and the institute's leaders. The objective of this program is to enrich teachers' knowledge related to things that are not yet known by each teacher.

   c. The assignment of teachers to continue their studies to a higher level to improve professionalism.

   The institute provides scholarships for teachers who want to continue their studies to a higher level, with the criteria determined by the institute. This program aims to increase the school grades when the teachers' education level is higher.

   This is in accordance with the opinion stated by KH. Robiatul Firdaus:

   Each institute has different decision-making processes, so I just focus and make three crucial decisions, the first is regarding the appointment of the principal, the second is the joint learning program, and the third is teacher assignments for a higher level of education. In my opinion, the three programs are directly related to improving the quality of schools. Furthermore, he said: Now we are starting to disseminate teachers to higher school. Currently, one of the

teachers in our senior high school holds a master's degree, and the other two are studying for their master's degrees. In other words, we will have more teachers having master's degree qualifications next year. For the senior high school, for example, we do not need all of the teachers to have master's degrees. Having ten or seven master's degree teachers will increase our school's quality. Every year, this program disseminates one or two teachers to continue their studies. Maybe in the next four or five years, there will be at least seven or five teachers who have master's degrees. In this case, there is not even a public high school to reach this accomplishment (having more teachers who hold master's degrees). Because this is not solely for the institute, but it is for the teacher.[6]

The term decision-making can be interpreted as a program or action that leads to goals proposed by a person, group, or government in certain environmental aspects to seek solutions to problems faced in realizing the main desired goals. Therefore, in an institution where an institution that established an Islamic boarding school oversees formal educational institutions, the decision-making, in general, is based on the leaders, whose decision-making procedure is fully guided by the universal vision and mission of the institute. Thus, decision-making is a program or action that is directed toward its goals. All in all, decisions made by taking all relevant facts into account will have better quality than those made based on speculation or speculative personal tendencies.

Decision-Making Process of Institute's Leaders in Improving Management Quality
1. Formulation of decision-making in improving the management quality

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[6]Researcher interview with Dr. KH Robiatul Firdaus at Ponpes Bustanul Ulum

The formulation of decision-making by the institute leaders is adjusted to the needs of the relevant parties and the designated vision and mission of the institute itself. In making these decisions, discussion and socialization are carried out regarding the results of decision-making, aiming to accommodate ideas from related parties. KH Robiatul Firdaus said:

> Yes, it is according to the needs. It is not just a need but more directed towards the institute's vision and mission because, for example, senior high school teachers do not have to hold master's degrees. But, it is related to the institute's vision and mission to improve school quality. Actually, it is not a requirement, so it is not in accordance with needs. But the direction of where this school is going to need to be taken into consideration.[7]

Although in the provision, the discussion on decision-making is carried out among certain groups. Nevertheless, at least, it seems that there is some kind of involvement within parties in it. This is in accordance with the theory put forward by William Dunn: The provision of the decision-making agenda begins with a discussion on improving the quality of management.

In particular, Mc. Camy stated that the decision-making process in formal organizations is as follows:

a. Problem identification

A problem is defined as anything that contains uncertainty, doubt, difficulty, or a question that demands a solution or discussion. Problem identification means an activity to determine the types of deviations that can cause interference in achieving goals so that solutions need to be found.

b. Situation analysis and problem formulation

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[7]Researcher interview with Dr. KH Robiatul Firdaus at Ponpes Bustanul Ulum

This includes a systematic effort to present facts, opinions, and ideas about the existing situation or estimate the situation when the facts, opinions, and ideas are challenging to obtain. The formulation of the problem must be related to the goals of the organization and the goals of the individuals who are members of the organization.

c. Alternative formulation and analysis

It includes a systematic effort to present facts, opinions, and ideas about the existing situation or estimates about the situation when the facts, opinions, and ideas are challenging to obtain. The formulation of the problem must be related to the goals of the organization and the goals of the individuals who are members of the organization.

d. Implementation and evaluation of decisions

Implementing the decisions is about giving the proper orders and estimating the allocation of resources according to needs. Implementation of a decision involves a deciding process of who to do what, when, where, and how to do it. In contrast, decision evaluation is an activity of estimating and considering the results achieved in problem-solving. It is all about the effectiveness of a decision.

The discussion of decision-making by the leaders of the institute, it is done by looking at the needs of the school which is then assigned to the institute. The institute should be open in accepting the needs following the vision and mission of the institute itself. In the process of decision-making, the institute also uses a limited (internal) discussion system but does not exclude the need for ideas from related parties. So there is involvement even though it is limited.

Regarding the decision-making, the leaders of the institute should always lead to the results of the discussion and options suggested by related parties. However, the final decision depended

on the institute's leaders, who were proposed to the caretaker of the Islamic boarding school with consideration of rational and spiritual aspects. As KH Robiatul Firdaus said:

> The idea may come from me systematically, then I will discuss it, or I will directly instruct not to use the discussion, or if the ideas are from the principals or teachers who have disclosed to me then it will be discussed. Given the opportunity, yes, but whether all of them are approved or not, it depends on me. As what we have in the selection of school principals, all of the teachers were given a plain forms later the forms were put in an envelope to be collected by me. So only I know who has more or fewer votes. However, even then, I did not take this as a reason for choosing the principal because this is an institution under the auspices of a *pesantren*. So, in this case, I usually consult with the caretaker of the boarding school to balance rational considerations and spiritual considerations, or in our, we call it *istikhara* (application to god for instructions in determining the right choice).[8]

Decision-making can be seen as the primary measure of the performance of a *pesantren's* leader. All the main results of the leadership decisions will be a reference for thinking, acting, and doing within the *pesantren's* community. Therefore, *kiai* as the central figure of the *pesantren* needs to explore the principles, concepts, and techniques of educational decision-making that continue to develop. In the formal education system, according to Hoy and Miskel, decision-making is the primary responsibility of all administrators (including *pesantren's* leaders).[9]

Implementation of Decision-Making by Institute's Leaders in Improving Management Quality

Implementation of the decision-making from the institute's leaders can be seen in the quality improvement of the human

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[8]Researcher interview with Dr. KH Robiatul Firdaus at Ponpes Bustanul Ulum

[9] Sulthon Masyhud and Moh. Khusnuridlo, *Manajemen Pendidikan Islam* (Jakarta: Diva Pustaka, 2003), 46.

resources, where they resolve and solely focus on human resources. It is due to the belief that the quality that is directly related to school management lies in the quality of the human resources, so the phases are:

1. Requires a decision-making strategy

Leaders can decide on a problem for their responsibility through actions that include: identifying and describing a problem or issue, examining various difficulties in a particular situation, establishing indicators for a satisfactory solution, developing a strategy for action, triggering an activity plan, and giving an evaluation.[10]

Regarding the strategy, the institute's leaders have a different strategy in every decision-making. It will be adjusted to the conditions and circumstances of the objects involved in the decisions it makes. In implementing the program, the institute's leaders give more emphasis on implementing the commitment. The decision that has been given by the institute's leaders becomes a new regulation that must be implemented and accounted for in carrying out the tasks given

2. HR (Human Resources) in improving the quality of management

In relation to human resources, the decision-making of the institute's leader as a whole is goal-oriented, aiming to improve the quality of human resources. For the institutes, HR is the perpetrator in every policy-making process. HR is a resource with a lot of potential, contribution, and role, which is very influential regarding the achievement of organizational goals.[11]

The implementation of decision-making by the institute's

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[10] Veitzhal Riva'i, *Education Manajement,* (Jakarta: Raja Grafindo Persada, 2009), 258.

[11] Kadek Hengki Primayana, "Manajemen Sumber Daya Manusia dalam Peningkatan Mutu Pendidikan di Perguruan Tinggi," *Jurnal Penjaminan Mutu,* 1 no. 2 (2015), 7-15. http://www.ejournal.ihdn.ac.id/index.php/JPM/article/viewFile/45/54

leaders can be seen in the efforts to improve the quality of human resources, where they try to resolve and highlights this aspect. They also believe that the quality of human resources is directly related to the quality of school management itself.

Making decisions, according to George R. Tery and Iqbal Hasan, can be based on five categories, they are:

a. Intuition, the decision-making based on intuition or feelings, has a subjective nature, so it is easily affected by the experience. Decision-making based on experience benefits practical knowledge because it is based on one's experience and estimates the state of something where it can calculate the pros and cons as well as the good and bad decisions that will be produced.

b. Facts, making decisions based on facts can provide sound, solid, and good decisions. Having facts-oriented decision-making, the level of trust can reach a higher level so that people can accept the decisions made willingly and gracefully.

c. Authority, decision-making based on authority is usually carried out by the leader against his subordinates or people of lower position.

d. Rational in rational-based decision-making, the resulting decisions are objective, logical, and transparent. It is also consistent with maximizing results or values within certain constraints so that it can be said that this is close to the truth or in accordance with what is desired.[12]

3. Having the competence to improve management quality

Decision-making by the leaders, related to the selection of alternative solutions to problems, will involve all related parties in educational institutions. This is because the supremacy of the leaders cannot be operationalized when it is not supported and assisted by all personnel who have different knowledge and experience. Leaders must develop the concept of

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[12]Eti Rochaety. Education Management Information System. (Jakarta: Earth Literacy, 2006), 156

interpersonal cooperation so that the implementation of alternative problem solving is faster and easier. Cooperation can be created when the leader is skilled in regulating human aspects of human.[13]

The existence of decision-making from alternative activities in improving human resources, such as joint discussions held by the institute's leader. This is one of the policies to improve the competence of HR. Directing that each task and responsibility given is in accordance with the expertise possessed by HR.

4. Commitment to decision-making by the institute's leaders in improving the quality of management.

Commitment has the most important role in making policy. By having the commitment, the level of compliance and discipline will be better so that the policy can be adequately realized. This is seen as the basis in policy making.

In making decisions, the institute's leaders will fully direct the vision and mission. By directing the vision and mission, the institute will have a firm commitment to realizing the decisions it makes. In addition, the institute's leaders also have a personal element in their decisions. However, the decisions are for the sake of all parties' needs.

Evaluation of Decision-Making by Institute's Leaders in Improving Management Quality

In the decision-making procedure, apart from the design process and the implementation of decision-making itself, the most important thing is the evaluation in decision-making. Evaluation of decision-making functions to supervise how far the decision-making has been carried out. Evaluation of decision-making plays a role in seeing the shortcomings and success of the decision-making itself within its implementation.

1. The standard process of evaluating decision-making in

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[13] Hikmat, *Manajemen Pendidikan,* (Bandung: Pustaka Setia, 2009), 63

improving the quality of management

Evaluation of decision-making is based on the evaluation standards used. Thus, the evaluation aims to give follow-up activities on the implementation of decision-making that has been applied.

KH Robiatul Firdaus said: In discussing the evaluation, I never evaluate it myself. The evaluation is always done in a discussion forum. He further said that overall, if it is good, then we will continue. The success or failure aspect of the objectives within the decision-making procedure will always abide by the standard process known.[14]

2. The process of measuring the decision-making procedure in improving the quality of management

Evaluation within the decision-making procedure is carried out directly and indirectly by the institute's leaders, both in long-term and short-term activities. Evaluating the success rate of decision-making is done by comparing the impact obtained by related parties and the gap between decision-makers and related parties or from decision-making programs with the level of success and implementation of decision-making itself.

KH Robiatul Firdaus, in regards to the evaluation phase, said: The evaluation can be done in a direct or indirect manner. It means that it could be done once for short-term activities. For long-term activities, the evaluation is done continuously, such as incidental activities that are routinely carried out. The evaluation is done after the event is held.[15]

To assess the level of performance of a decision making, the leader should be able to measure the impact of the decisions that have been made. A reassessment needs to be carried out. The determinants to be assessed should be decided early on and

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[14] Researcher interview with Dr. KH Robiatul Firdaus at Ponpes Bustanul Ulum.

[15] Researcher interview with Dr. KH Robiatul Firdaus at Ponpes Bustanul Ulum.

not after the implementation. In such ways, while it is easier to have a heated debate, the accuracy of the decision-making is guaranteed.

Based on the various opinions of the experts above, it can be concluded that the stages of the decision-making process are: 1) problem formulation, 2) determination of problem-solving criteria, 3) identification of alternative problem solving, 4) assessment of alternative problem solving, 5) selection of the best alternative, 6) decision making or implementing the chosen alternative.

The evaluation carried out by the institute's leaders was also carried out using the discussion method. Sometimes, related parties also participate in observing the decision-making process and directly evaluate the program being implemented. In other words, there is someone who is responsible for the program or decision made by the institute's leaders. The institute's leaders, in evaluating the decision-making, use several perspectives in regards to the fact of whether the decision-making can be continued or terminated. However, its implementation is less optimal when some new recommendations come up out of nowhere for the follow-up of the program itself.

KH Robiatus Firdaus said: There is a new decision making. There are things that I consider related to the implementation of the decision-making, like for all of the neighboring children who go to formal schools, and I oblige them to attend *mad*rasah diniyah (Madin). Currently, it is still a recommendation, not mandatory, and eventually, all those who attend formal school will have to stay or live in *pesantren*. So gradually, maybe next year, I will ask all of the students in formal schools to go to *Madin* schools. Whether the goal is achieved in the process or not, it does not matter. From looking at the output, it is also possible, but the problem is that the output will not automatically be felt now. There are some

institute decisions that may not be felt in the near future.[16]

Thus, every time when some new needs or problem take place, of course, there will be new decision-making to be made as a recommendation on the problem. Viewing it from various aspects of the stakeholder's point of view is very crucial, so the decision-making sometimes needs to be improved or added.

3. The gap level towards decision-making in improving the quality of management

Sometimes there is a gap between leaders and subordinates, especially regarding the decision-making process. Sometimes subordinates do not fully agree with the decision made to be applied. Therefore, a leader must have firmness in his leadership and take some consideration conditionally.

KH Robiatul Firdaus said: From the teachers, perhaps, there are some teachers who are not connected with their principals, all institutions experience such problem. Yes, there are, like this one, the gap still exists, the problem persists, and the gap is understandable. This is in line with what Mc. Camy said that decision evaluation is an activity of estimating, assessing, estimating, and considering the results achieved in problem-solving. The effectiveness of a decision is judged based on achievement in solving organizational problems.[17]

Conclusion

Based on the discussion above, it can be concluded that, *first*, the decision-making design consists of steps in the form of team formation, needs analysis, program design, program socialization, and process evaluation, while the form of decision-making design in the form of appointment of a compatible principal, joint learning program, the dissemination of teachers to continue their studies. *Second*, the implementation of decision-

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[16] Researcher interview with Dr. KH Robiatul Firdaus at Ponpes Bustanul Ulum.

[17] Researcher interview with Dr. KH Robiatul Firdaus at Ponpes Bustanul Ulum.

making by the institute's leaders can be seen in improving the quality of human resources, where they fix and resolves the human resources. They also believe that the quality of human resources is directly related to the quality of school management itself. *Third*, evaluation from the institute's leaders is done in a direct and indirect manner and is always discussed. The evaluation standard used is the evaluation when it is carried out during the process and at the end of the decision-making and measures how far the decision-making has improved, not in its realization and the level of a gap between decision-making and decision-making actor perpetrator.

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