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Institutional Strategies In Promoting Students' Non-Academic Achievements: Evidence From LPBA Nurul Jadid

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Abstract

This study investigates the institutional strategies implemented by the Foreign Language Development Institution (LPBA) of Nurul Jadid Islamic Boarding School in promoting students' achievements in English language competitions. Employing a qualitative case study design, the research was conducted at LPBA Nurul Jadid, Probolinggo, Indonesia. Data were collected through semi-structured interviews, non-participant observations, and document analysis involving institutional leaders, English instructors, competition coaches, language coordinators, and student participants. The data were analyzed using an interactive model consisting of data condensation, data display, and conclusion drawing, while trustworthiness was ensured through triangulation, member checking, and systematic documentation. The findings reveal that LPBA has developed an integrated institutional strategy comprising English language immersion, systematic talent identification, intensive competition coaching, collaborative leadership, and continuous evaluation. These strategies are operationalized through structured daily language activities, individualized coaching, coordinated organizational management, and reflective monitoring, creating a sustainable educational ecosystem that supports students' communicative competence and competitive performance. The study also identifies several supporting factors, including strong institutional commitment, an English-speaking environment, collaborative organizational culture, and students' motivation. Meanwhile, challenges include varying levels of students' English proficiency, limited access to authentic learning resources, and the need to balance competition preparation with academic and pesantren responsibilities. Overall, the study concludes that sustained student achievement results from comprehensive institutional management that systematically integrates leadership, language development, coaching, and continuous improvement within the pesantren context.

Keyword: Institutional Strategy; English Language Competitions; Islamic Boarding School

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INTRODUCTION

English has become an essential language in the twenty-first century, serving as the primary medium for international communication, academic collaboration, scientific advancement, and global mobility. As globalization continues to reshape educational systems, English proficiency is increasingly recognized as a key competence that enables students to participate actively in higher education, international exchanges, and academic competitions. Consequently, educational institutions are expected not only to provide classroom instruction but also to establish supportive learning environments that facilitate meaningful language acquisition and encourage students to achieve excellence in various English language competitions. Competitions such as speech contests, debates, storytelling, and English Olympiads have become important indicators of students' communicative competence, critical thinking, creativity, and confidence. Therefore, promoting students' achievement in English language competitions has become one of the strategic objectives of many educational institutions.

Recent educational studies have highlighted that students' academic achievement is influenced not only by individual ability but also by institutional capacity to design and implement effective educational strategies Leadership commitment, language policy, curriculum integration, teacher professionalism, supportive learning environments, and extracurricular programs significantly contribute to students' language development and academic success. Educational institutions that establish systematic English language environments tend to produce learners with stronger communicative competence and greater readiness to participate in academic competitions. Within Islamic boarding schools, intensive language programs and English immersion have been reported to improve students' motivation, confidence, and speaking performance while fostering positive language habits.

Previous studies have investigated various institutional efforts to improve English language learning, including English camps, language immersion, peer mentoring, communicative teaching, and intensive coaching programs. These studies consistently demonstrate that sustained exposure to English, authentic communication opportunities, and structured instructional support positively influence students' communicicative competence and learning outcomes. Furthermore, research conducted in Indonesian Islamic boarding schools indicates that institutional commitment and systematic language management contribute significantly to improving students' English proficiency and participation in language-related academic activities.

Although numerous studies have explored English language teaching and learning,

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limited attention has been devoted to examining institutional strategies as an integrated management system for promoting students' academic achievements in English language competitions. Existing research generally emphasizes classroom instruction, teaching methods, or students' learning experiences without comprehensively explaining how institutional leadership, strategic planning, operational implementation, coaching systems, and evaluation processes interact to sustain students' competitive success. Consequently, there remains a gap in understanding how educational institutions translate strategic planning into everyday educational practices that consistently produce high-achieving students in English language competitions.

To address this gap, the present study investigates the institutional strategies implemented by the Foreign Language Development Institution (LPBA) at Nurul Jadid Islamic Boarding School, Probolinggo, Indonesia. LPBA has consistently produced students who have achieved success in regional, national, and international English language competitions through comprehensive language development programs, intensive coaching, and systematic institutional management. Unlike previous studies that primarily focus on classroom pedagogy, this research examines institutional strategies from a broader organizational perspective, including strategy formulation, operational implementation, and the supporting and challenging factors influencing their effectiveness.

Accordingly, this study aims to investigate three research objectives: (1) to identify the institutional strategies implemented by LPBA Nurul Jadid in promoting students' academic achievements in English language competitions; (2) to examine how these strategies are operationalized through institutional programs and daily educational activities; and (3) to analyze the supporting and challenging factors affecting their implementation. The findings are expected to contribute theoretically to the literature on institutional language management and educational leadership while providing practical recommendations for schools, Islamic boarding schools, and language institutions seeking to improve students' English achievement through comprehensive institutional strategies.

METHOD

This study employed a qualitative case study design to explore the institutional strategies implemented by the Foreign Language Development Institution (LPBA) of Nurul Jadid Islamic Boarding School in promoting students' academic achievements in English language competitions. A qualitative approach was selected because it enables researchers to obtain an in-depth understanding of educational phenomena within their natural settings and to interpret

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participants' experiences comprehensively. The case study design was considered appropriate because it facilitates an intensive investigation of institutional policies, educational practices, and organizational processes that contribute to students' competitive achievements.

The study was conducted at LPBA Nurul Jadid, Probolinggo, East Java, Indonesia. The institution was purposively selected because of its consistent achievements in regional, national, and international English language competitions. Participants consisted of the Head of LPBA, English instructors, competition coaches, language coordinators, and students who had participated in English competitions. These participants were selected because they possessed direct experience regarding institutional strategy implementation.

Data were collected through semi-structured interviews, non-participant observations, and document analysis. Interviews explored participants' experiences concerning institutional strategies, coaching systems, language programs, and competition preparation. Non-participant observations were conducted to examine students' language practices, institutional activities, coaching sessions, and English-speaking environments. Institutional documents including program guidelines, achievement records, activity schedules, and organizational reports were analyzed to support data triangulation and strengthen the credibility of the findings.

The collected data were analyzed using the interactive model of (Agusrianto et al., 2021), consisting of data condensation, data display, and conclusion drawing with continuous verification. Interview transcripts, observation notes, and institutional documents were coded, categorized, and organized according to the research objectives. Emerging themes were then interpreted by comparing evidence from multiple sources to ensure consistency and trustworthiness.

The trustworthiness of the study was ensured through credibility, transferability, dependability, and confirmability. Credibility was achieved through methodological triangulation and member checking. Transferability was supported by providing detailed descriptions of the research context. Dependability was maintained through systematic documentation of the research procedures, while confirmability was strengthened by maintaining an audit trail throughout the research process.

RESULTS AND DISCUSSION

Institutional Strategies Implemented by LPBA Nurul Jadid

The findings of this study indicate that LPBA Nurul Jadid has implemented a comprehensive institutional strategy designed to systematically promote students' academic achievements in English language competitions. Rather than relying solely on students'

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individual abilities, the institution has established an integrated educational system that combines language immersion, structured competition coaching, collaborative institutional leadership, continuous evaluation, and talent development. These strategies function collectively as interconnected institutional mechanisms that create a supportive environment for developing students' English proficiency and competitive performance. This demonstrates that students' achievements are the result of deliberate institutional planning rather than incidental success.

One of the most prominent institutional strategies identified in this study is the implementation of a 24-hour English immersion environment. Within LPBA Nurul Jadid, English is not merely taught as a classroom subject but is positioned as the primary medium of communication throughout students' daily activities in the pesantren environment. Students are expected to communicate in English with teachers, administrators, and fellow students, while institutional regulations reinforce consistent language use. This immersive environment is operationalized through daily vocabulary memorization, grammar sessions, conversation practice, public speaking activities, and regular language monitoring conducted by institutional supervisors. Such continuous exposure allows students to practice English authentically in meaningful communicative situations rather than limiting language use to formal instructional settings. Consequently, students gradually develop greater fluency, confidence, pronunciation accuracy, and communicative competence, all of which become essential foundations for successful participation in English language competitions.

Another significant institutional strategy is the implementation of systematic competition-oriented coaching. The findings reveal that LPBA does not prepare all students using identical instructional approaches. Instead, the institution first identifies students' interests, talents, and language potential before assigning them to appropriate competition categories such as English speech, storytelling, news reading, or debate. Following the identification process, students receive intensive coaching from experienced instructors through scheduled training sessions. Coaching activities emphasize multiple aspects of competitive performance, including pronunciation, grammar accuracy, vocabulary enrichment, content organization, public speaking techniques, critical thinking, voice projection, body language, and confidence building. Furthermore, students regularly participate in competition simulations that resemble actual contest conditions, enabling them to become familiar with competition procedures while improving psychological readiness and reducing performance anxiety. This individualized coaching system demonstrates LPBA's commitment to maximizing each student's potential through structured talent development rather than relying on spontaneous

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preparation before competitions.

The findings also demonstrate that collaborative institutional leadership serves as a fundamental strategy supporting the sustainability of LPBA's educational programs. Institutional leaders, language coordinators, coaches, teachers, and administrators work collaboratively to design annual programs, organize coaching schedules, monitor student development, and evaluate institutional performance. Decision-making processes are conducted collectively, ensuring that every educational program aligns with LPBA's vision of producing globally competitive santri while maintaining the educational values of the pesantren. This collaborative management system facilitates effective communication among institutional stakeholders and enables continuous coordination during competition preparation. In addition, institutional commitment from the leadership encourages teachers and coaches to consistently improve instructional quality, provide motivation, and maintain students' learning discipline. Such organizational collaboration strengthens the implementation of institutional strategies and ensures the continuity of language development programs across different student cohorts.

Another important strategy identified is the implementation of continuous evaluation and performance monitoring. Evaluation is conducted systematically after every language program and competition to assess students' strengths, weaknesses, and overall performance. Rather than merely celebrating achievements, LPBA uses evaluation results as institutional feedback to improve coaching methods, revise learning materials, redesign training schedules, and strengthen future competition preparation. Teachers and coaches discuss students' performance collaboratively to identify areas requiring further improvement, including language accuracy, delivery techniques, confidence, and competition strategies. This evaluation process reflects a culture of continuous institutional improvement in which every competition becomes an opportunity for organizational learning. Consequently, institutional strategies remain adaptive, allowing LPBA to respond effectively to emerging challenges while maintaining consistent academic achievements in English language competitions.

Overall, the findings suggest that LPBA Nurul Jadid has successfully developed an integrated institutional strategy that combines language immersion, systematic coaching, talent identification, collaborative leadership, and continuous evaluation into a coherent educational framework. Each strategy complements the others and contributes collectively to the development of students' English competence and competition readiness. The institutional emphasis on continuous language practice, individualized coaching, organizational collaboration, and reflective evaluation has enabled LPBA to consistently produce students who achieve success in regional and national English language competitions. Therefore, the

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institution's academic achievements can be understood as the outcome of strategic educational management that systematically integrates pedagogical practices, institutional commitment, and the unique characteristics of the pesantren environment into a sustainable model of academic excellence.

Operationalization of Institutional Strategies

The findings of this study demonstrate that the institutional strategies implemented by LPBA Nurul Jadid are not limited to policy formulation but are systematically translated into daily educational practices that shape students' language competence and academic performance. The operationalization of these strategies reflects the institution's commitment to ensuring that every institutional objective is implemented through structured programs, routine activities, and continuous supervision. Rather than functioning as isolated initiatives, the strategies are integrated into students' everyday experiences within the pesantren environment, enabling language learning and competition preparation to become part of their daily academic culture. This systematic implementation illustrates how institutional planning is transformed into sustainable educational practices that consistently support students' achievements in English language competitions.

One of the most significant forms of operationalization is the implementation of the English immersion policy through structured daily language activities. English is consistently used as the primary language of communication in dormitories, classrooms, and institutional interactions. To reinforce this policy, LPBA organizes a series of daily programs, including vocabulary memorization, grammar instruction, conversation practice, speech exercises, and language performances. Students are continuously encouraged and supervised to communicate in English throughout their daily routines, while language supervisors monitor compliance with institutional regulations and provide corrective feedback when necessary. This continuous exposure enables students to practice English in authentic communicative contexts, allowing language acquisition to occur naturally through repeated interaction rather than solely through classroom instruction. The operationalization of the immersion strategy therefore creates an educational environment where English functions as a living language embedded within students' daily lives, strengthening their fluency, confidence, and communicative competence.

The operationalization of institutional strategies is further reflected in the implementation of structured competition coaching programs**.** Based on the findings, coaching activities are conducted regularly according to students' specific competition categories and developmental needs. After identifying students' talents and interests, coaches design

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systematic training schedules that emphasize both linguistic competence and competition performance. Students participate in intensive practice sessions covering pronunciation accuracy, grammar, vocabulary development, speech organization, storytelling techniques, news reading delivery, and public speaking performance. In addition to technical language instruction, coaching sessions also incorporate competition simulations that replicate actual contest situations, enabling students to develop confidence, adaptability, and psychological readiness. Throughout the coaching process, instructors provide individualized feedback, monitor students' progress, and continuously adjust training strategies according to each participant's strengths and weaknesses. This operational process demonstrates that competition preparation at LPBA is conducted through sustained mentoring rather than short-term preparation immediately before competitions, thereby ensuring the continuous development of students' competitive abilities.

Another important aspect of operationalization is the establishment of collaborative organizational management involving institutional leaders, language coordinators, teachers, coaches, and student administrators. The findings indicate that educational programs are implemented through continuous coordination among all institutional stakeholders. Regular meetings are conducted to discuss students' language development, determine coaching priorities, organize institutional programs, evaluate competition preparation, and formulate future improvement plans. Each stakeholder performs complementary responsibilities within the organizational structure, ensuring that institutional objectives are implemented consistently across various educational activities. Institutional leaders provide strategic direction, coaches deliver technical guidance, teachers reinforce students' academic development, while language supervisors oversee the implementation of daily language regulations. This collaborative management system enables effective communication, shared responsibility, and coordinated decision-making, ensuring that institutional strategies remain aligned with LPBA's educational vision and organizational goals.

The findings also reveal that continuous monitoring and evaluation constitute essential mechanisms in the operational implementation of institutional strategies. Student progress is regularly monitored through observations of daily language use, coaching performance, participation in language activities, and competition readiness. Following every competition, teachers and coaches conduct comprehensive evaluations to identify both successful practices and areas requiring improvement. Evaluation results are subsequently utilized to revise coaching methods, improve instructional materials, strengthen language programs, and redesign future competition preparation strategies. Rather than functioning solely as assessment procedures,

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these evaluation activities serve as institutional learning processes that enable LPBA to maintain program quality while continuously adapting to emerging educational challenges. Such reflective practices ensure that institutional strategies remain dynamic, responsive, and capable of sustaining students' academic achievements over time.

Overall, the findings indicate that the effectiveness of LPBA Nurul Jadid's institutional strategies lies not only in the formulation of strategic policies but also in their systematic operationalization through structured daily educational practices. Language immersion, competition coaching, collaborative organizational management, and continuous evaluation are consistently implemented as interconnected components of an integrated educational system. The operationalization of these strategies enables institutional objectives to be translated into students' habitual learning experiences, fostering continuous language development and sustained competition readiness. Consequently, the institution's consistent success in English language competitions can be understood as the outcome of well-organized operational processes that integrate strategic planning with daily educational implementation within the distinctive environment of the pesantren.

Supporting and Challenging Factors

The findings of this study reveal that the successful implementation of institutional strategies at LPBA Nurul Jadid is influenced by various supporting and challenging factors that collectively shape the effectiveness of its educational programs. These factors affect not only the implementation of language development activities but also the institution's ability to consistently produce students who achieve outstanding performance in English language competitions. The data indicate that institutional success is not solely determined by well-designed strategies; rather, it depends on the interaction between organizational commitment, educational culture, human resources, student characteristics, and environmental conditions. Understanding these supporting and challenging factors provides a comprehensive explanation of how LPBA sustains its institutional performance while continuously adapting to existing educational constraints.

One of the strongest supporting factors identified in this study is the institution's strong organizational commitment toward language development and academic excellence. Institutional leaders, English instructors, competition coaches, language coordinators, and student administrators share a common vision of developing santri who are academically competitive while maintaining the educational values of the pesantren. This shared commitment is reflected in systematic program planning, continuous supervision, intensive coaching, and

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collaborative decision-making throughout the implementation of language programs. Every stakeholder contributes according to their respective responsibilities while maintaining close coordination to ensure that institutional objectives are achieved effectively. Such organizational commitment creates consistency in program implementation and encourages continuous improvement in both language instruction and competition preparation. Consequently, students receive sustained academic support rather than temporary assistance only before competitions.

Another significant supporting factor is the establishment of a supportive English-speaking environment within the boarding school. The findings indicate that the institutional policy requiring students to communicate in English during daily activities creates continuous opportunities for authentic language practice. Through vocabulary enrichment programs, grammar sessions, public speaking activities, conversation practice, language performances, and routine supervision, students become accustomed to using English naturally in academic and social interactions. Furthermore, peer interaction plays an important role in strengthening students' confidence and communicative competence. Students continuously motivate one another, practice together, exchange feedback, and collaborate during language activities and competition preparation. This positive learning atmosphere contributes significantly to the development of English proficiency because language acquisition occurs through meaningful communication rather than through isolated classroom instruction. The integration of language practice into everyday life therefore becomes one of LPBA's greatest institutional strengths.

The findings also reveal that students' intrinsic motivation and social support constitute important supporting factors in the implementation of institutional strategies. Students who demonstrate high levels of motivation participate actively in language programs, coaching sessions, competition simulations, and institutional activities designed to improve their English competence. Their willingness to invest time and effort in continuous practice strengthens the effectiveness of the institution's educational programs. In addition, encouragement from parents, teachers, coaches, and peers provides valuable emotional support that sustains students' confidence throughout the competition preparation process. This combination of personal motivation and external encouragement enables students to remain committed despite the demanding nature of language learning and intensive competition training. As a result, institutional strategies become more effective because they are supported by learners who possess strong personal commitment toward academic achievement.

Despite these supporting conditions, several challenging factors continue to influence the implementation of institutional strategies. One major challenge identified in this study is the diversity of students' English proficiency upon entering LPBA. Students possess different

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educational backgrounds and language competencies, requiring instructors to employ differentiated instructional approaches and individualized coaching strategies. Another challenge concerns the limited availability of highly proficient English instructors, particularly those with near-native pronunciation and advanced speaking competence. This limitation affects the institution's ability to provide optimal pronunciation modeling and authentic language exposure during coaching activities. In addition, institutional restrictions on internet access within the pesantren environment limit students' opportunities to utilize digital learning resources such as online videos and authentic English-language materials. These conditions require teachers and coaches to become increasingly creative in designing instructional activities using available institutional resources.

Another challenge arises from the demands placed on students in balancing competition preparation, formal academic responsibilities, and pesantren activities**.** As boarding school students, santri participate in religious education, formal schooling, dormitory responsibilities, and institutional language programs simultaneously. Such intensive schedules often limit the amount of time available for specialized competition coaching. Moreover, the findings indicate that competition preparation has sometimes depended heavily on prepared scripts, making it difficult for some students to perform effectively in impromptu speaking situations that require spontaneous language production. Consequently, coaches are continuously challenged to develop more adaptive training methods that strengthen students' critical thinking, communicative spontaneity, and independent speaking abilities while ensuring that competition preparation remains compatible with students' broader educational responsibilities.

To address these challenges, LPBA Nurul Jadid continuously implements adaptive institutional improvement strategies through systematic evaluation, collaborative problem-solving, and ongoing program refinement. After each language program and competition, institutional leaders, coaches, and teachers conduct comprehensive evaluations to identify weaknesses, discuss emerging challenges, and formulate practical solutions for future implementation. Coaching methods are revised according to students' developmental needs, training materials are continuously improved, and institutional programs are adjusted to accommodate changing competition standards. This reflective management process demonstrates that LPBA does not regard educational challenges as barriers but as opportunities for organizational learning and continuous institutional development. Through this adaptive approach, the institution has successfully maintained sustainable academic achievement while strengthening its capacity to respond to evolving educational demands within the distinctive context of the pesantren.

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CONCLUSION

This study aimed to investigate the institutional strategies implemented by LPBA Nurul Jadid in promoting students' academic achievements in English language competitions, examine how these strategies are operationalized in daily educational practices, and identify the supporting and challenging factors influencing their implementation. Based on the findings obtained through interviews, non-participant observations, and documentation, several important conclusions can be drawn.

First, LPBA Nurul Jadid has implemented comprehensive institutional strategies that extend beyond conventional English language instruction. These strategies include the establishment of a strong English immersion environment, systematic talent identification, continuous coaching programs, strategic leadership, and sustainable evaluation mechanisms. Rather than preparing students only before competitions, the institution develops a long-term educational system that integrates language learning into students' daily academic and social activities. Such strategies demonstrate that students' academic achievements are not solely determined by individual ability but are also significantly influenced by institutional commitment, organizational culture, and effective educational management.

Second, the study found that these institutional strategies are operationalized through structured and consistent educational practices. LPBA translates its institutional vision into various daily language programs, including vocabulary enrichment, conversation sessions, public speaking activities, language discipline, intensive coaching, and continuous mentoring. These activities are implemented through collaboration among institutional leaders, teachers, student administrators, and learners, creating a supportive educational ecosystem that encourages continuous English language development. Furthermore, systematic monitoring and evaluation ensure that every program remains aligned with institutional objectives while continuously improving students' readiness for English language competitions.

Third, the findings reveal that the implementation of institutional strategies is supported by several internal and external factors. Strong institutional leadership, qualified coaches, an English-speaking environment, collaborative organizational culture, students' motivation, and continuous mentoring serve as major supporting factors contributing to students' academic achievements. However, the institution also faces several challenges, including differences in students' English proficiency, varying learning motivation, limited preparation time before competitions, and the need to balance intensive coaching with regular academic responsibilities. Despite these challenges, LPBA continuously adapts its strategies through evaluation and

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organizational learning, enabling the institution to maintain sustainable academic excellence in English language competitions.

Overall, this study concludes that the success of LPBA Nurul Jadid is not merely the result of intensive competition training but reflects a comprehensive institutional ecosystem in which leadership, organizational culture, language immersion, talent development, continuous coaching, and collaborative educational management are systematically integrated. These interconnected strategies create an environment that supports students' academic development while strengthening the institution's capacity to produce outstanding achievements in English language competitions.

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