



Models of Policy and Strategic Planning in Strengthening Islamic Education

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| Article Info | Abstract |
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| Article History Received: 2025-10-07 Revised: 2025-11-13 Published: 2025-12-01 Keywords: <i>Education Policy; Strategic Planning; Islamic Religious Education.</i> | Education is the main instrument in producing quality human resources, while policy and strategic planning serve as a guiding framework in achieving national education goals. In the context of Islamic Religious Education (IRE), education policy not only concerns administrative aspects, but also touches on moral, spiritual, and social dimensions that shape the character of students. This study aims to analyze models of education policy and strategic planning oriented towards strengthening PAI in Indonesia. The research method used is descriptive qualitative study through analysis of literature and national education policy documents, linked to their implementation in the context of Islamic education. The results of the study show that there are three main models in education policy, namely rational, incremental, and participatory models, each of which has an important role in shaping policy directions and implementation strategies in Islamic educational institutions. The integration of these three models can create policies that are adaptive, equitable, and relevant to the needs of the times. The implications of this research emphasize that strengthening PAI requires synergy between strategic planning based on Islamic values and educational governance that is responsive to social, cultural, and globalization dynamics, so that Islamic education can continue to transform into a superior and sustainable system. |

| Artikel Info | Abstrak |
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| Sejarah Artikel Diterima: 2025-10-07 Direvisi: 2025-11-13 Dipublikasi: 2025-12-01 Kata kunci: <i>Kebijakan Pendidikan; Perencanaan Strategis; Pendidikan Agama Islam.</i> | Pendidikan merupakan instrumen utama dalam mencetak sumber daya manusia yang berkualitas, sedangkan kebijakan dan perencanaan strategis berperan sebagai kerangka pengarah dalam mewujudkan tujuan pendidikan nasional. Dalam konteks Pendidikan Agama Islam (PAI), kebijakan pendidikan tidak hanya menyangkut aspek administratif, tetapi juga menyentuh dimensi moral, spiritual, dan sosial yang membentuk karakter peserta didik. Penelitian ini bertujuan untuk menganalisis model-model kebijakan dan perencanaan strategis pendidikan yang berorientasi pada penguatan PAI di Indonesia. Metode penelitian yang digunakan adalah studi kualitatif deskriptif melalui analisis literatur dan dokumen kebijakan pendidikan nasional, dikaitkan dengan implementasinya dalam konteks pendidikan Islam. Hasil penelitian menunjukkan bahwa terdapat tiga model utama dalam kebijakan pendidikan, yaitu model rasional, incremental, dan partisipatif, yang masing-masing memiliki peran penting dalam membentuk arah kebijakan dan strategi implementatif di lembaga pendidikan Islam. Integrasi ketiga model tersebut mampu menciptakan kebijakan yang adaptif, berkeadilan, dan relevan dengan kebutuhan zaman. Implikasi penelitian ini menegaskan bahwa penguatan PAI memerlukan sinergi antara perencanaan strategis berbasis nilai-nilai Islam dan tata kelola pendidikan yang responsif terhadap dinamika sosial, budaya, dan globalisasi, sehingga pendidikan Islam dapat terus bertransformasi menjadi sistem yang unggul dan berkelanjutan. |

I. INTRODUCTION

Education is a key pillar in building a nation's civilization and producing generations that are faithful, knowledgeable, and have noble character. In the Indonesian context, Islamic Religious Education (PAI) plays a strategic role in shaping the character and morals of students amid the increasingly complex currents of modernization and globalization. However, the effectiveness of religious education depends

heavily on the policies and strategic planning implemented by educational institutions and the government. Education policy does not only cover administrative or regulatory aspects, but also reflects the ideological direction and spiritual vision of a nation towards the formation of a well-rounded human being.

The main problem that often arises is the weak coordination and integration between national education policies and the

implementation of Islamic values at the institutional level. Many policies are top-down and do not take into account the social and cultural context and local needs of students. As a result, PAI is often stuck in formalistic routines without touching on the realm of internalizing deep religious values. This situation calls for a policy model and strategic planning that is not only administratively rational, but also adaptive and participatory in delivering relevant and transformative Islamic education.

Current research conditions show that most studies on education policy still focus on technocratic aspects, while religious and cultural dimensions are often neglected. This creates a research gap in integrating Islamic values into the framework of national education policy and strategic planning. Therefore, this study seeks to fill this gap by examining various policy and strategic planning models that can strengthen Islamic Education (PAI) systematically.

The uniqueness of this study lies in its approach, which places PAI at the center of analysis in the context of public policy, rather than merely as a normative subject. The aim is to identify effective policy models and strategic planning to strengthen the spiritual, moral, and social dimensions of Islamic education. Thus, this research is expected to contribute theoretically and practically to the development of sustainable Islamic education policies oriented towards national character building.

II. METHOD

This research uses a descriptive qualitative approach that aims to describe and analyze in depth the policy models and strategic planning in strengthening Islamic Religious Education (PAI). This approach was chosen because it is relevant for examining complex social phenomena and educational policies, and allows researchers to understand the meaning behind the policies and strategies implemented in Islamic educational institutions. The research design is a library research study, in which the main data is obtained from academic literature, policy documents, government regulations, and previous research results relevant to the topic of study.

The data sources in this study consist of two main categories, namely primary data and secondary data. Primary data includes national education policy documents, such as Law Number 20 of 2003 concerning the National Education System, Government Regulations, and

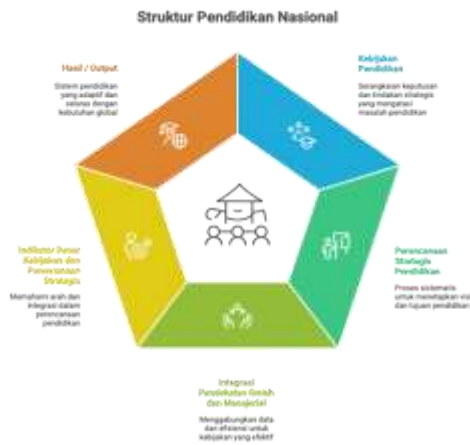
Ministry of Religious Affairs policies related to strengthening Islamic education. Meanwhile, secondary data was obtained from books, scientific journals, conference proceedings, and academic publications discussing educational policy theory, strategic planning, and the strengthening of Islamic education. Data collection was carried out through documentation studies and literature analysis, by searching for credible sources from various national and international scientific repositories.

Data analysis was conducted using content analysis techniques, which involved examining, interpreting, and grouping information based on main themes related to Islamic education policy and strategic planning models. The analysis stages included data reduction, data presentation, and drawing interpretive and thematic conclusions. The results of this analysis were then compared with public policy and education management theories to identify patterns, relevance, and integrative models that could be applied in the context of Islamic Religious Education. Thus, this study produced a comprehensive conceptual overview of how policy and strategic planning can be effective and sustainable instruments for strengthening Islamic Religious Education.

III. RESULT AND DISCUSSION

A. Basic Concepts of Education Policy and Strategic Planning

The basic concepts of education policy and strategic planning are systematic efforts to direct and manage the education process in line with national objectives. Education policy is understood as a set of decisions designed to solve various educational problems and improve the quality, equity, and relevance of learning. Meanwhile, strategic planning in education serves as a guide in establishing a vision, mission, and concrete steps to achieve educational goals effectively and efficiently. Through a combination of scientific approaches, data analysis, and modern management principles, policy and strategic planning help educational institutions adapt to social, economic, and technological changes, so that the direction of educational development becomes more focused, adaptive, and sustainable.



The above framework shows the logical relationship between education policy as a normative basis and strategic education planning as an operational instrument. The two are linked by the integration of scientific and managerial approaches, which ensure that policies are not only based on data and research, but can also be effectively implemented in the field. The three indicators of policy direction understanding, planning integration, and approach integration are the main measures of success in achieving national education goals in an adaptive and sustainable manner.

The basic concept of education policy and strategic planning emphasizes that every decision must have a clear direction and be based on an analysis of community needs and the national development vision. Policy serves as a normative guideline, while strategic planning is a systematic step to implement the policy effectively and efficiently. In the modern context, strategic planning includes the use of information technology, SWOT analysis, and continuous evaluation that links education policy with practices in the field.

The integration of policy and strategic planning determines the extent to which the education system can move in line with the national vision. The higher the synchronization between the two, the greater the chances of achieving sustainable educational goals that are relevant to global needs and local values.

B. Education Policy and Strategic Planning Models in Indonesia

Education policy and strategic planning models in Indonesia are frameworks or approaches used by the government and educational institutions to design, implement,

and evaluate education programs in line with national development goals. These models include various patterns such as rational-comprehensive models, incremental models, mixed models, and participatory models that are tailored to social and political conditions and community needs. In the Indonesian context, these models serve to optimize education governance through adaptive, collaborative, and data-driven policies. With the right model in place, decision-making in education can be more effective, transparent, and responsive to the challenges of globalization and digital transformation that are currently affecting the world of education.

Model kebijakan pendidikan bervariasi dalam pendekatan dan keterlibatan pemangku kepentingan



This framework shows that education policy in Indonesia does not rely on a single approach, but is a dynamic combination of three main models: rational-comprehensive (based on data and in-depth analysis), incremental (gradual and realistic), and participatory (based on public collaboration). The synergy of these three models helps create an education system that is adaptive to social and technological changes, while remaining contextual to the needs of Indonesian society.

The model of education policy and strategic planning in Indonesia reflects complex socio-political and economic dynamics. The comprehensive rational model provides a holistic and data-driven approach, while the incremental model allows for realistic, gradual change in line with conditions on the ground. The participatory model emphasizes the importance of community involvement in the

policy formulation process so that the results are more contextual and widely accepted by the public.

C. Top-Down and Bottom-Up Approaches in Education Planning

Top-Down and Bottom-Up approaches in education planning are two patterns that describe the direction of policy flow in the decision-making process and implementation of education programs. The top-down approach means that education policies or plans are made and determined by higher authorities such as the central government, ministries, or education agencies, then passed down to lower levels to be implemented by schools and educational institutions. Conversely, the bottom-up approach starts from the bottom, namely from the initiatives and direct input of the community, teachers, students, and educational institutions in designing policies that are in line with local needs and conditions. Both approaches have their own advantages: Top-Down maintains consistency in national vision and standards, while Bottom-Up ensures relevance and public participation. Synergy between the two is essential to achieve an effective, adaptive, and quality-oriented education planning system.

The Top-Down model places the central government or highest authority as the main decision maker in education policy. The advantage of this model lies in the effectiveness and uniformity of national policy, but its weakness is the low level of participation from the implementing level. Conversely, the Bottom-Up model provides space for schools, teachers, and the community to play an active role in formulating education policy and planning.

A combination of these two approaches results in a more balanced policy system. The government sets the macro direction through national regulations and standards, while educational units are given the autonomy to adjust policies according to local needs and contexts. This hybrid approach supports the principle of "School-Based Management" (SBM), which is now an important foundation in the Indonesian education system.



This framework illustrates how two approaches, Top-Down (from top to bottom) and Bottom-Up (from bottom to top), must complement each other in the educational policy process. Top-Down ensures that national uniformity and direction are maintained, while Bottom-Up guarantees participation, relevance, and innovation at the local level. The synergy between the two, as seen in the implementation of School-Based Management (SBM), results in adaptive, effective policies that are capable of responding to educational needs in various regional contexts.

D. Factors Affecting the Effectiveness of Education Policy and Strategic Planning

Factors affecting the effectiveness of education policy and strategic planning are important elements that determine the successful implementation of programs and the achievement of educational goals. The effectiveness of policy depends not only on the content of the policy itself, but also on the quality of human resources and educational leadership capable of translating policy into concrete action. In addition, the availability of funding and supporting facilities are vital factors in ensuring that every plan can be implemented optimally. On the other hand, a structured evaluation and monitoring system and a transparent and adaptive organizational culture play a major role in ensuring the sustainability and improvement of policies. Thus, the effectiveness of education policy and strategic planning is greatly influenced by the integration of human, financial, systemic, and professional work culture factors.



From the above framework, the effectiveness of education policy and strategic planning is determined by the synergy between four main factors, namely the quality of human resources and educational leadership, the availability of funding and supporting facilities, evaluation and monitoring systems, and organizational culture. Visionary leaders and professional educators are able to translate policies into concrete actions, while financial support and infrastructure ensure smooth implementation. Continuous evaluation and an organizational culture that is open to innovation strengthen the adaptability and accountability of policies. These four factors complement each other in creating effective, adaptive education policies that are oriented towards improving the quality of national education.

E. Implications of Policy and Planning Models on Education Quality in the Era of Globalization

The implications of policy and planning models on education quality in the era of globalization reflect how strategies and approaches in education policy directly influence the quality of educational outcomes. In a global context, education policy needs to be directed towards improving 21st-century competencies such as critical thinking, creativity, communication, and collaboration so that students are able to compete globally. In addition, education governance must be based on transparency and accountability in order to create an effective system that is trusted by the public. Educational planning also needs to adjust the curriculum to technological developments and global needs so that it is relevant to the dynamics of the world of work and society. Thus, the right

policy and planning models will produce excellent, adaptive, and internationally competitive education quality.

Meningkatkan Mutu Pendidikan di Era Globalisasi



This framework illustrates the relationship between educational policy and strategic planning models and improvements in educational quality in the era of globalization. Through three main components—enhancing 21st-century competencies, strengthening educational governance, and adapting the curriculum to developments in educational technology—the education system aims to produce students who are creative, critical, collaborative, and communicative. Transparency and accountability in governance strengthen public trust, while an adaptive curriculum ensures the relevance of education to global needs without losing Islamic and national values. Overall, the integration of these three components creates excellent, internationally competitive, and sustainable education.

F. The Relevance of Policy Models and Strategic Planning to the Development of Islamic Religious Education (PAI)

The relevance of policy models and strategic planning to the development of Islamic Religious Education (PAI) lies in the ability of these policies to integrate Islamic values with the demands of the times. Effective policies and planning must be able to combine Islamic teachings with modern science so that PAI does not only focus on religious aspects, but also on strengthening the intellectual and social competencies of students. In addition, digital technology-based learning innovations need to be implemented so that PAI remains relevant and attractive in the era of digital transformation. This policy must also strengthen the vision of religious

moderation and the formation of an Islamic character that is tolerant, inclusive, and virtuous. Thus, the strategic policy and planning model plays an important role in creating a PAI system that is modern, adaptive, and remains rooted in Islamic values



This framework emphasizes that the relevance of policy models and strategic planning to the development of Islamic Education is realized through three main pillars: the integration of Islamic values and modern science, digital learning innovation, and the strengthening of religious moderation and Islamic character. These three pillars work together to form a dynamic, future-oriented PAI system that remains rooted in Islamic values, thereby producing students who are adaptive to global changes without losing their spiritual identity.

IV. CONCLUSION AND SUGGESTION

A. Conclusion

Education policy and strategic planning are two key pillars in the management of an effective and sustainable education system. They complement each other: policy provides normative direction and long-term goals, while strategic planning provides the operational steps to achieve them. In the context of Islamic education, the synergy between the two is crucial to the success of the educational process, as it ensures that every policy is in line with Islamic values, community needs, and the direction of national development.

The models of policy and strategic planning in Indonesia demonstrate dynamism and adaptation to social and technological changes. The rational-comprehensive model emphasizes in-depth, data-driven analysis; the incremental model provides flexibility for gradual change; and the participatory model

encourages public involvement in the policy process. The integration of these three models results in an education system that is responsive, transparent, and inclusive, while also supporting the effective implementation of education policies, including in the field of Islamic Religious Education

The effectiveness of education policy and strategic planning in a global context is largely determined by the quality of human resources, visionary leadership, adequate funding, and a sustainable evaluation system. In Islamic Religious Education, the implementation of innovative and adaptive policies towards digital technology strengthens the relevance of PAI to the demands of the 21st century. Through integrative and value-based policies, PAI has the potential to produce a generation that is knowledgeable, faithful, and moderate in character amid the challenges of globalization.

B. Suggestion

1. The government and educational institutions need to strengthen the integration between policy and strategic planning through cross-sector collaboration, so that education policy is not only administrative in nature, but also substantive and based on the real needs of society and global developments.
2. Islamic educational institutions, particularly in the field of Islamic Education, are advised to develop innovative technology-based learning models without neglecting Islamic values, in order to create contextual, interactive, and relevant learning experiences.
3. There is a need to increase the capacity of human resources, especially teachers and education managers, so that they are able to translate strategic policies into effective, creative learning practices that are oriented towards strengthening the character, religious moderation, and global competence of students.

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