



THE IMPORTANCE AND APPROACHES TO ISLAMIC EDUCATION PLANNING IN THE DEVELOPMENT OF AN EFFECTIVE EDUCATION SYSTEM

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Abstrak: Perencanaan pendidikan Islam memiliki peran penting dalam mengarahkan pengelolaan sistem pendidikan agar tujuan yang telah ditetapkan dapat tercapai dengan sukses, lancar, dan berkelanjutan. Penelitian ini mengkaji konsep dasar, urgensi, tujuan, manfaat, serta berbagai pendekatan dalam perencanaan pendidikan Islam. Dengan menggunakan metode tinjauan pustaka, penelitian ini menelaah berbagai literatur terkait dan menganalisisnya melalui analisis isi untuk mengidentifikasi pola pemikiran dan kerangka pendekatan yang digunakan. Hasilnya menunjukkan bahwa perencanaan pendidikan Islam merupakan pendekatan terstruktur untuk menetapkan kebijakan, prioritas, dan strategi pendidikan dengan mempertimbangkan situasi sosial, faktor ekonomi, dan kebutuhan masyarakat. Beberapa pendekatan yang dapat diterapkan meliputi pendekatan kebutuhan sosial, pendekatan pasar tenaga kerja, pendekatan biaya-manfaat, pendekatan efisiensi biaya, pendekatan sistem, dan pendekatan terpadu. Perencanaan yang komprehensif dan kontekstual diharapkan dapat meningkatkan kualitas pendidikan Islam sekaligus menghasilkan lulusan yang berwawasan luas, mampu beradaptasi dengan perubahan, dan berkarakter baik.

Kata Kunci: Perencanaan Pendidikan Islam; Pendekatan perencanaan; Manajemen Pendidikan; Sistem Pendidikan Islam

Abstract: Islamic educational planning has an important role in directing how the education system is managed so that set goals can be met successfully, smoothly, and in a lasting way. This study examines the basic concepts, urgency, objectives, benefits, and various approaches in Islamic educational planning. Using a literature review method, this research looks at different related literature and analyzes it through content analysis to identify patterns of thought and the frameworks of approaches used. The result show that Islamic education planning is a structured approach to setting up educational policies, priorities and strategies while taking into account social situations, economic factors and community requirement. Several approaches that can be applied include the social needs approach, the labor market approach, the cost-benefit approach, the cost-effectiveness approach, the systems approach, and the integrated approach. Comprehensive and contextual planning is anticipated to enhance the quality of Islamic education while creating graduates who are intellectually advanced, able to adjust to change and of good character.

Keywords: Islamic Educational Planning; Planning Approaches; Educational Management; Islamic Education System.

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INTRODUCTION

Education plays a fundamental role in human life because it serves as the primary means of shaping personal qualities—intellectually, in terms of attitude, and in terms of skills. The function of education is not limited to the transmission of academic knowledge alone, but also encompasses the cultivation of moral values, ethics, responsibility, and the life skills necessary for social interaction. Through education, individuals are guided to develop holistically so that they are able to think critically, act wisely, and participate constructively in society. Therefore, education is a basic need that plays a vital role in the process of shaping knowledgeable, principled individuals with social awareness.

In a broader context, education is a strategic force that can drive the progress of a nation's civilization. Advanced nations generally prioritize education as the foundation of development because it produces human resources who are creative, innovative, and capable of adapting to change. Education also serves as a vital instrument in advancing science, technology, the economy, and a more civilized social life. Amid increasingly rapid global changes, the education system is not only required to produce students who are academically proficient but also possess digital literacy, critical thinking, problem-solving skills, and good communication skills.

This is consistent with recent studies that emphasize the need to develop cognitive, affective, psychomotor, moral, and spiritual aspects in an integrated manner so that students possess strong academic, social, and character readiness (Aminuddin & Kamaliah, 2022; Fadya Safitri Rahman dkk., 2025). In Islamic education in Indonesia, the educational orientation is not only directed toward the mastery of general knowledge but also toward strengthening faith, piety, and noble character. Islamic education plays a vital role in fostering individuals who achieve a balanced development of intellectual intelligence (IQ), emotional intelligence (EQ), and spiritual intelligence (SQ).

Therefore, the curriculum in Islamic education must be designed proportionally by integrating knowledge, Islamic values, character education, and the needs of modern life. The integration of values such as honesty, responsibility, tolerance, compassion, and peace serves as a crucial foundation in shaping students who are religious yet capable of living harmoniously in society. Muflihin's research indicates that Islamic Religious Education that integrates local wisdom and digital literacy can strengthen inclusive and tolerant character, digital skills, and students' ability to face 21st-century challenges (Muflihin, 2024; Romdoniyah dkk., 2024).

In line with these objectives, Islamic educational planning is a crucial element in establishing an educational system that is high-quality, responsive, and relevant to the changing times. Effective planning enables Islamic educational institutions to formulate their direction, policies, curriculum, and learning strategies, as well as to strengthen teachers' competencies in a more systematic manner. In the digital age, Islamic education is required to deliver contextual, interactive learning that remains grounded in religious values.

Hasmiza's study emphasizes that an Islamic curriculum integrated with digital technology can harmonize pedagogical, content, and technological aspects, thereby making learning more relevant, innovative, and focused on fostering students' moral character. Thus, Islamic education planning serves not only as an administrative guide but also as a strategy for educational quality development capable of preserving students' Islamic identity amidst social and technological changes (Hasmiza, 2025; Kasim dkk., 2025; Lu'lu' Syuroiyah Nadliroh & M. Yahya Ashari, 2024).

However, in practice, Islamic educational planning is still often viewed as a supplementary element rather than the primary foundation of the educational system. Consequently, the educational goals that have been formulated are not always optimally achieved due to a lack of understanding of the principles, processes, and mechanisms of comprehensive planning. In fact, planning plays a strategic role in setting priorities, managing resources, guiding policies, and ensuring that every program aligns with the needs of students, institutions, society, and the demands of the times. Therefore, a deep understanding of the definition, objectives, benefits, and approaches in Islamic educational planning must be a primary focus. Through systematic and sustainable planning, Islamic education is expected to produce students who are academically qualified, spiritually mature, possess noble character, and are ready to participate in modern society without losing their Islamic identity. Recent studies also emphasize that Islamic education in the digital age must integrate Islamic values with digital literacy to foster students who are religious, adaptable, and critical of the dynamics of the times (Fachriza, I., dkk., 2025; Romdoniyah dkk., 2024).

METHOD

This study employs a literature review approach, focusing on the collection, examination, and analysis of various documents relevant to the study of Islamic education planning. This method was chosen because the research focuses on discussing concepts and theories regarding the definition, significance, objectives, benefits, and various approaches in Islamic education planning. Through library research, the researcher can develop a deeper understanding of the intellectual foundations, theoretical frameworks, and the evolution of ideas related to the management of Islamic education. Data collection was conducted through documentation and literature surveys, drawing from both print and digital sources, such as books, literature reviews, and other academic documents relevant to the research focus. Each source is critically examined to identify key concepts, patterns of thought, and interconnections between ideas that can strengthen the research analysis. The literature review approach is considered appropriate as it helps researchers establish a theoretical foundation, identify research gaps, and formulate an analytical framework suitable for the field of Islamic education (Abdurrahman, 2024).

The collected data was then examined using content analysis methods to interpret the meanings, messages, and concepts contained in the texts in a systematic and neutral manner. This analysis process was conducted in several stages, namely in-depth reading of the literature, selection of relevant sources, identification of main themes, and grouping of concepts related to approaches in Islamic education planning. Subsequently, these themes were organized into a conceptual framework illustrating the interrelationships among foundational concepts, objectives, benefits, and approaches in Islamic educational planning. The analysis results are presented in a descriptive-analytical manner to provide

comprehensive insights into the importance of Islamic educational planning in curriculum development, particularly in the digital age. Recent studies indicate that content analysis, thematic classification, and theoretical synthesis can be used to formulate the characteristics of Islamic educational planning that are adaptive, holistic, grounded in Islamic values, and relevant to technological advancements and globalization (Gusti Arizona, I., & Puperta Agus, R. V., 2025). Thus, this study is expected not only to provide theoretical contributions but also to have practical value for strengthening the quality and development of Islamic educational institutions in Indonesia.

RESULTS AND DISCUSSION

1. Definition of Islamic Educational Planning

Planning is a rational and systematic process of determining the steps necessary to achieve specific goals. Experts place varying emphasis on different aspects, but fundamentally, planning involves preparing for action, setting goals, assigning responsibilities, scheduling, and selecting the most appropriate methods of implementation. Thus, planning is not merely the creation of an agenda, but also serves as the foundation for strategic thinking in managing educational programs effectively and purposefully (Effendy, M., 1996; Luneto, B., 2023; Shaifudin, 2021).

From a broader perspective, planning also serves as a form of anticipation for the future. This means that every policy decision must be based on comprehensive considerations, adequate data, and an analysis of potential outcomes. Good planning does not stop at formulating objectives but also includes selecting alternatives, developing strategies, and determining operational steps to ensure objectives are achieved efficiently. Recent studies emphasize that planning in educational management must be designed consciously, systematically, and with a focus on achieving educational quality (Marno, & Supriyatno, T., 2008; Usep Suherman dkk., 2024).

In the context of education, E. C. Beeby views educational planning as a strategy for anticipating the future in determining policies, priorities, and the budgeting of education costs by analyzing economic, social, and political conditions, as well as the needs of students and the nation. This idea demonstrates that educational planning is not merely a matter of administrative affairs but also serves as a strategic instrument for aligning the education system with the direction of national development. Therefore, educational planning must be able to anticipate changes in the times, manage human resources, and formulate relevant policies based on the level of societal needs (Beeby, Clarence Edward, 1967; Umam, C., & Anwar, S., 2024).

Modern educational planning has a broader scope than classical planning because it takes into account economic growth, human resource development, labor market needs, and national development at the macro level. In this sense, educational planning is understood as the implementation of a logical and systematic review of the educational development process to ensure it is more optimal and targeted. UNESCO emphasizes that educational policies and planning must be evidence-based, grounded in policy dialogue, and supported by robust analysis to effectively address the needs of the education system in a sustainable manner (UNESCO, 2024; UNESCO., 2024; World Bank, & UNESCO., 2024).

In the Indonesian context, educational planning is the process of formulating policy alternatives to address various educational challenges in order to achieve national development goals. This process must take into account social, economic, cultural, and

political conditions, as well as comprehensive development needs. Effective planning encompasses at least three key elements: the current state as the foundation of data and information, the desired state as the goal, and the implementation strategy as the steps to achieve the objectives. A data- and evidence-based approach is considered essential to ensure that education policies are not piecemeal, reactive, or disconnected from the real needs of the community (Coombs, P. H., 1970; UNESCO, 2024).

Thus, educational planning serves as a strategic tool to determine priorities, anticipate future needs, and guide the implementation of education to be more effective, efficient, and sustainable. In Islamic education, planning is not only directed toward achieving institutional quality but also toward aligning the vision, mission, strategic objectives, and Islamic values with the needs of modern society. Strategic planning serves as a medium- to long-term direction, while operational planning translates it into clear and measurable programs. With thorough planning, Islamic educational institutions are expected to produce students who excel in intellectual ability, character, adaptability, and noble moral conduct (Fitriah dkk., 2025).

Educational planning is a strategic instrument for determining steps, setting priorities, and estimating future educational needs so that educational goals can be achieved effectively, efficiently, and sustainably. From an Islamic educational perspective, planning serves not only as an administrative guide but also as a means to internalize Islamic values in the management of educational institutions. This principle aligns with the content of Surah Al-Hasyr, verse 18, which emphasizes the importance of considering and preparing for the future, as well as Surah An-Nahl, verses 68–69, which illustrate order, precision, and benefit through the behavior of bees (Quran. Com, 2026b, 2026a). With thorough planning, Islamic educational institutions can establish priorities, manage resources effectively, and produce graduates who are not only academically proficient but also possess good character and are capable of benefiting society (Fitriah dkk., 2025; Samanhudi, 2021).

2. The Urgency, Objectives, and Benefits of Islamic Educational Planning.

Planning is a core function in educational management that serves as a guide for direction, a controller of steps, and the foundation for achieving an educational institution's goals effectively and efficiently. In the context of learning, thorough planning is a crucial prerequisite to ensure the educational process does not proceed spontaneously, haphazardly, or merely as a routine without a clear orientation (Zain, M. I., dkk., 2023). This is all the more important because the future is inherently uncertain, while Islamic educational institutions frequently face various challenges, such as unprepared schedules, student administration issues, teacher readiness, classroom facilities, and weak strategies for adapting to change.

Therefore, Islamic educational institutions that do not make planning a key element of their management risk stagnation, losing their developmental direction, and being unable to answer fundamental questions about the goals they wish to achieve and how to achieve them. Conversely, systematic, flexible, and needs-based planning can help Islamic educational institutions formulate policies, manage resources, improve the quality of learning, and build a sustainable education system relevant to the challenges of the times (Fitriah dkk., 2025; Kurniati, Y., dkk., 2025). In recent studies, the Strategic Plan (Renstra) and Annual Work Plan (RKT) are viewed as crucial documents for guiding the policies and

programs of Islamic educational institutions, while the integration of appropriate planning models can strengthen institutional performance, resource allocation, and the relevance of the curriculum to global challenges.

A. Scope of Educational Planning

The scope of educational planning encompasses various interrelated dimensions, namely temporal, spatial, technical, type, content, as well as general and specific scopes. Based on the temporal dimension, educational planning can take the form of long-term, medium-term, and short-term planning; whereas based on the spatial dimension, planning can be conducted at the national, regional, and local levels.

From a technical perspective, educational planning encompasses macro, micro, sectoral, regional, and project-based planning, each serving to align educational policies with development needs, regional conditions, and resource capabilities. Meanwhile, based on its type, planning can be formulated through top-down, bottom-up, horizontal, diagonal, rolling planning approaches, or a combination of top-down and bottom-up methods to ensure that the interests of the government, institutions, and the community are accommodated in a balanced manner (Ikhwan, A., 2016; Sunardi, M. P., 2024).

In terms of content, planning encompasses personnel, financial, industrial, and educational aspects, both in the form of general plans and specific plans (Sunardi, M. P., 2024). Thus, educational planning is a structured, multidimensional, and data-driven process aimed at guiding policy, managing resources, and ensuring that educational programs operate effectively, efficiently, adaptively, and sustainably in accordance with the needs of students, the community, and the evolving times (Steiner-Khamsi, Gita dkk., t.t.; UNESCO., 2024; Usep Suherman dkk., 2024).

B. Approaches in Islamic Educational Planning

Educational planning must be formulated based on clear, measurable, and realistic objectives to provide problem-solving alternatives tailored to educational needs. Clarity of objectives serves as the foundation for determining the approach to be used, as each approach has distinct orientations, strengths, and limitations (Abdurrahman, 2024). In this context, educational planning functions not only as program development but also as a strategic process to align community needs, resources, and the direction of sustainable educational development (Ruzzaman, K., dkk., 2025; UNESCO., 2024).

One important approach in educational planning is the social needs approach. This approach positions education as a response to the needs and aspirations of society, particularly in expanding equitable access to education. Through this approach, educational policies are aimed at addressing the evolving social, moral, economic, and cultural demands within society. However, this approach has limitations if it focuses too much on equitable access without considering graduate quality, resource availability, and labor market needs (Ruzzaman, K., dkk., 2025).

In contrast to the social needs approach, the labor market approach emphasizes the relationship between educational outcomes and the demands of the workforce. This approach seeks to ensure that graduates possess the skills, knowledge, and adaptable abilities aligned with advancements in science, technology, and labor market needs. Nevertheless, this approach must not reduce education to merely a tool for meeting labor demands, as education also serves to cultivate well-rounded individuals of character, possessing intellectual, emotional, and spiritual intelligence (Ruzzaman, K., dkk., 2025; UNESCO., 2024).

In addition to these two approaches, there are economic approaches that include the cost-benefit approach and the cost-effectiveness approach. The cost-benefit approach views education as an investment in human capital that must yield economic and social benefits, while the cost-effectiveness approach emphasizes the prudent use of funds to achieve optimal educational outcomes. Both approaches are important in helping educational institutions avoid waste, determine funding priorities, and assess program feasibility. However, their application must still take into account humanistic values, equitable access, and broader educational goals (Ruzzaman, K., dkk., 2025; Steiner-Khamsi, Gita dkk., t.t.).

Furthermore, the systems approach and the integrated approach are important because they view education as a unified system of interconnected components. The systems approach emphasizes that inputs, processes, outputs, resources, policies, and evaluations must be designed holistically, not in isolation. Meanwhile, the integrated approach seeks to combine the strengths of various previous approaches to make educational planning more comprehensive, adaptive, participatory, and evidence-based. Thus, Islamic educational planning should ideally not only consider social needs, labor market demands, and cost efficiency but also uphold Islamic values, institutional quality, and the relevance of education to the changing times (Ruzzaman, K., dkk., 2025; UNESCO., 2024).

CONCLUSION

Islamic educational planning is a vital component of managing the education system, as it serves to establish the direction, policies, priorities, and development strategies of educational institutions in an effective, efficient, and sustainable manner. In this context, planning functions not only as a technical guide but also as a deliberate effort to address future educational needs and challenges. With good planning, Islamic educational institutions can integrate the development of knowledge, character building, and the application of Islamic values to produce students who are knowledgeable, have good character, and possess a high level of spiritual awareness. Strategic planning in Islamic education also emphasizes the importance of alignment between the institution's vision, mission, objectives, key policies, and operational programs so that educational management proceeds in a more focused and sustainable manner.

In its implementation, Islamic educational planning must take into account social, economic, and political conditions, community needs, as well as advancements in science and technology. Various approaches—such as social needs, labor market demands, cost-benefit analysis, cost-effectiveness, systems-based, and integrated approaches—can be utilized to formulate education policies in a more comprehensive manner. The integrated approach is particularly relevant as it combines the strengths of each method, ranging from equitable access, the relevance of graduates to the job market, cost efficiency, to institutional quality enhancement. Thus, systematic, adaptive Islamic education planning grounded in Islamic values can shape an education system responsive to the changing times and produce graduates who are intellectually excellent, morally strong, and spiritually mature.

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