

Islamic Education Management and Policy

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Abstrak: In the context of education in Indonesia, education requires many touches from various parties in the formation of its policies. Considering that the moral crisis is increasing, strict education management is needed. Education is a process of instilling and developing implicit values and norms in every subject, including Islamic religious education and also its teachers. Therefore, not only Islamic religious education teachers have the responsibility to educate students' morals and ethics, this responsibility also applies to all educators. Efforts to improve the quality of Islamic religious education have been widely implemented. The goal is none other than to convey the meaning of education that functions to build the character and morals of a dignified nation in order to educate the life of the nation to build the potential of Indonesian people who believe and fear God Almighty, have noble morals, are healthy, knowledgeable, capable, creative and independent. The existence of shortcomings and advantages in each educational institution will have an impact and require different handling. The right policies and handling will have a good impact and be in accordance with the expectations of an institution. On the other hand, if the management and policies are not considered and adjusted to the educational institution, then failure will be encountered. Each educational institution has different needs and objectives according to the needs, interests and goals to be achieved.

Keyword: Islamic Education Polic; Management; Morals

1. Introduction

Education is a process of activities towards a goal. The ideality of the goal in the Islamic education process contains Islamic values that are to be achieved in the educational process based on Islamic teachings in stages, (Rusmin B. 2017). The goal of Islamic education is in line with the goal of human life in Islamic teachings. The goal is to create individuals who believe and fear Allah so that they can achieve a happy life in this world and the hereafter. More than that, a pious person will make Rahmatan Lilalamin, as a society. Abdul Gani, stated that Islamic educational theories or thoughts are the basis for Islamic educational activities and the Islamic teaching system, (Gani and Nasution 2019).

In the context of education in Indonesia, Islamic education is one of the national education systems. The goals of national education can be achieved if Islamic Education can be achieved as determined by Indonesia itself. Formal Islamic educational institutions, for example Madrasahs are considered to still be unable to meet the demands and expectations of society. The most visible indicator is that graduates of these institutions are still unable to meet the expectations of employment institutions on the grounds that they are not yet competent or still need to learn. Islamic religious education subjects, madrasahs are much more specific than religious subjects in public schools, more Islamic religious education subjects, making madrasahs educational institutions that are able to teach morals compared to public schools.

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In this case, there are different views among experts. Some argue that the emergence of moral or ethical crisis is caused by the failure of Islamic religious education and there are experts who argue that the emergence of the crisis is not due to Islamic religious education. Assessing that the increasing moral crisis such as crime, corruption, drug abuse and others are more due to weak law enforcement, uncontrolled lifestyles, and lack of role models for goodness so that the moral crisis becomes more widespread. Education is a process of instilling and developing implicit values and norms in every subject, including Islamic religious education and also its teachers. Therefore, not only Islamic Religious Education teachers have the responsibility to educate students' morals and ethics but it also applies to all educators. Efforts to improve the quality of Islamic religious education have been widely implemented. The goal is none other than to convey the meaning of education that functions to build the character and morals of a dignified nation in order to educate the life of the nation to build the potential of Indonesian people who believe and fear God Almighty, have noble morals, are healthy, knowledgeable, capable, creative, independent and become democratic citizens.

2. Literature Review

This literature review aims to explain the theoretical basis and results of previous research that are relevant to Islamic education management and policy. The focus of the study is directed at aspects of education management, education policy, Islamic education, and contemporary challenges faced in the context of national and global education.

2.1 Islamic Education Management

Educational management is a process of planning, organizing, directing, and supervising in order to achieve educational goals effectively and efficiently. According to Muhaimin (2015), Islamic educational management has its own characteristics because it is based on Islamic values and principles. This process is not only administrative but also includes moral and spiritual dimensions in its implementation. In addition, Sagala (2017) emphasizes the importance of a strategic approach in educational management to improve the quality of Islamic education sustainably.

2.2 Islamic Education Policy

Educational policy is the result of decisions made by educational authorities to achieve certain goals. Ahmadi and El Widdah (2023) stated that Islamic educational policy must be formulated based on the vision and mission of Islamic education that is in accordance with the needs of society and the development of the times. This policy must also consider the constitutional aspects and socio-cultural conditions of the educational institution where the policy is implemented.

Madyan and El Munawwarah (2020) added that Islamic education policies in Indonesia are greatly influenced by political dynamics and government regulations. Therefore, it is

important for every Islamic educational institution to be able to formulate internal policies that are adaptive to global changes.

2.3 Life Skills Curriculum and Local Content

In order to answer the challenges of the times, Islamic educational institutions need to integrate life skills curriculum into the learning process. Shafar et al. (2022) stated that life skills include the ability to communicate, cooperate, and solve problems which are very important for shaping the character of students. In addition, Laili et al. (2023) highlighted the importance of local content as a form of respect for local wisdom that can strengthen cultural identity and Islamic values in everyday life.

2.4 Supporting and Inhibiting Factors of Educational Management

Julian et al. (2023) identified various factors that support educational management such as institutions, curriculum, human resources (HR), and parental participation. On the other hand, obstacles such as limited facilities and infrastructure, quality of student input and output, and funding are challenges that need to be overcome so that educational management can run optimally.

2.5 Islamic Education in the Era of Globalization

Lauder (2020) and Eisenschmidt et al. (2019) stated that education in the era of globalization must be oriented towards the formation of human resources who are not only cognitively superior, but also have social and spiritual competence. In the context of Islamic education, this requires synchronization between educational policies, institutional management, and technical implementation in the field in an integrated manner.

3. Research Methods

The method used in this research is the content analysis method and the work process stages. in the form of the results of the researcher's review of article sources and journals related to the object of study. After all the necessary data has been collected, the researcher analyzes the data using content analysis to obtain a picture and description of the Islamic Education Management and Policy system itself. Content analysis is a study that is an in-depth discussion of the contents of information contained in a mass media (the object of content analysis is mainly mass media). All objects studied will be mapped in the form of writing/symbols and then interpreted one by one, (Arafat Yasser Gusti 2018) .

4. Results And Discussion

4.1. Islamic Education Policy Management

Discussing education management, will not be separated from a policy. As explained by experts, education policy is the whole of a process, and is the result of the conclusion of strategic educational steps outlined from the vision and mission of education in realizing educational goals in society within a certain time. Education policy has special characteristics, namely having educational goals that have been agreed upon by the institution according to its needs. To implement education policy, of course there are requirements that must be met, so that the education policy is recognized and legally applies to an institution. So education policy must meet the requirements in accordance with the constitutional hierarchy that applies in a region where the institution is under the auspices.

Educational policies must be made by authorized people, namely experts in their fields so as not to cause inconsistencies in education and the environment outside of education. Analyzing policies is a form of effort to examine problems by comparing the advantages and disadvantages of various aspects, both for the short term or the long term, (Ahmadi and El Widdah 2023). Analyzing Islamic education policies is an effort to study, research, pay close attention to the goals of Islamic education, so that the good and bad sides will be known in handling efforts to achieve the goals of Islamic education. Educational administrators, managers of educational institutions, and politicians who are directly related to education are the minimum elements of the educational policy makers.

The educational policy that has been made can be tested with an evaluation to be maintained and developed, but if there are deficiencies, improvements must be made together and readjusted. Related to Islamic religious education and the dynamics of political policy in Indonesia, where Islamic religious education is taught at every level of formal education, from elementary school, high school to college. The scope of the analysis of Islamic education policy includes: quality of education, facilities and infrastructure, teaching patterns, finances, educational environment, and coordination with various elements that have an influence on educational policy, (Ahmadi and El Widdah 2023).

4.2 Implementation of Educational Programs

a. Life Skills Curriculum

Life skills education for an educational institution is an inseparable part of the learning carried out in each subject. Life skills material is obtained by students through daily learning activities. A person's life skills have different abilities. These abilities are needed to achieve success and happiness in life, and have benefits in community life. Various abilities are needed in life skills education in achieving goals, including communication skills, ability to work together, ability to adapt in the community environment, ability to understand each problem and how to solve it, and ability to assess the best, (Shafar et al. 2022).

b. Regional wisdom curriculum/local content

The local content curriculum is an out-of-class activity that aims to develop student competencies that are adjusted to the characteristics and potential of the region and regional advantages. Local content materials are not grouped into existing subjects but become a separate curriculum. Local/regional wisdom comes from two words, namely wisdom and local . In general, local wisdom can be understood as a local idea that is wise, full of wisdom, has good values, which is embedded and followed by its community, (Laili et al. 2023) .

4.3 Supporting and Inhibiting Factors in Management Development Education

All factors that support the running of an activity in educational management and policy are referred to as supporting factors, whose presence also has an influence on the success of achieving the desired goals, (Julian et al. 2023) . Improving quality, of course, requires several supporting factors in the development of educational management such as the following :

a. Institutions

As an educational institution, a school must have a legal basis as a reference for organizing education, in the form of: (1) Law Number 25 of 2005 concerning the National Development Planning System, (2) Law Number 20 of 2003 concerning the National Education System, (3) Government Regulation Number 19 of 2005 concerning National Education Standards.

b. Curriculum

The curriculum is the core of the educational process and the teaching and learning process from the beginning of the semester to the next grade, the curriculum applied in all state educational institutions in Indonesia today is the independent curriculum that has been set by the Indonesian government . So that educational institutions in Indonesia are expected to be able to implement the provisions of the existing curriculum. The curriculum change policy by the Ministry of Education is expected to boost progress in the field of education so that it can compete with foreign countries and in accordance with the needs of society.

c. Manpower

Human Resources (HR) are the main element in the development of educational institutions. In general, the condition of educational personnel in schools is divided into two, namely: 1) quantitatively, educational and administrative personnel have been fulfilled , 2) educational personnel in general have undergone education according to what is needed by the school.

d . Support from Parents of Students

Parents of students who are members of the School Committee organization can participate in the community's perspective, supervision, and evaluation in optimizing

the implementation of education in a school. The role of the School Committee as a source of support and contribution of suggestions and opinions for schools that will be considered in the formation of school management regulations.

4.4 Inhibiting Factors for the Development of Educational Management in an Institution

a. Educational Facilities and Infrastructure

The facilities and infrastructure available at an institution are expected to be able to meet the completeness according to the needs of each school so that the desired goals can be achieved through complete facilities and infrastructure.

b. Input and Output Quality Student

The quality of student input and output is a major consideration and has a big influence on an institution, where the results of an institution's success or failure are seen from the quality of the output of a school.

c. Funding

To obtain better quality education results, of course, sufficient and adequate funds are needed. Therefore, educational facilities and infrastructure need to be prepared and arranged optimally, so that students in the school can produce real knowledge for the community and the public outside the school.

4.5 Islamic Education Policy in the Era of Globalization

Education in general including Islamic education is expected to have a significant influence on the formation of quality human resources (human capital) in cognitive, affective and skills aspects, both in physical, mental and spiritual aspects and demands good quality education implementation so that the quality of the process and results of education can truly play an optimal role in the life of society therefore continuous efforts are needed to build integrated education both at the level of national system policies, institutional levels, managerial levels and technical levels so that there is synchronization and synergy between these levels. Meanwhile, according to the Higher Education Law, it is stated that higher education is a level of education after secondary education which includes Diploma programs, Bachelor's Programs, Masters Programs, Doctoral Programs, Professional Programs and Specialist Programs organized by Higher Education based on Indonesian culture .

4. Conclusion

Based on the description of the discussion of the material on Islamic Education Management and Policy above, it can be concluded that each educational institution has its

own authority, goals and needs without exception. The existence of shortcomings and advantages in each school institution will have an impact and require different handling. The right policies and handling will have a good impact and be in accordance with the expectations of an institution, so that the institution will be able to feel the power of good management. On the other hand, if the management and policies are not considered and adjusted to the institution, then chaos and failure will be encountered. Do not only focus on the policies and management of other institutions, because the needs and goals of each institution are different, precisely in compiling good and quality education management must be adjusted to the school concerned and the environment where the institution is located. The existence of proper management handling will provide good results and impacts and in accordance with the goals that have been made.

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