



A Model for Strategic Planning in Islamic Religious Education to Improve the Quality of Learning: A Literature Review

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Abstract

This study aims to analyze the concepts, models, and implications of strategic planning for Islamic Religious Education (IRE) in improving the quality of learning. The study used a qualitative approach with library research through the Systematic Literature Review (SLR) method. Data were obtained from journal articles, scientific books, and relevant policy documents, then analyzed using content analysis techniques. The results of the study indicate that strategic planning for IRE is a systematic process that includes SWOT analysis, formulation of vision, mission, and objectives, program development, implementation, and ongoing evaluation. The implementation of strategic planning has been proven to improve the quality of learning, teacher competence, digital technology integration, strengthening student character, and a culture of quality in educational institutions. In addition, the success of its implementation is influenced by the collaboration of all stakeholders and the institution's ability to adapt to technological developments and student needs. The implications of this study indicate that strategic planning can be an important foundation in realizing effective, adaptive, and sustainable IRE learning in accordance with the demands of 21st-century education.

INTRODUCTION

The changing educational landscape in the 21st century demands that every educational unit no longer rely on administrative and reactive management patterns, but instead focus on strategic planning that can systematically anticipate change. The development of digital technology, the implementation of the Independent Curriculum, the increasing demands for 21st-century competencies, and the changing characteristics of Generation Z and Generation Alpha students have encouraged schools and madrasas to build more adaptive, innovative, and sustainable education systems. In this context, Islamic Religious Education (IRE) cannot be positioned solely as a subject oriented towards the transfer of religious knowledge, but also as a strategic instrument in shaping students' character, morals, and critical thinking skills relevant to the challenges of the times (Ansori, 2025).

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In Indonesia, the government has encouraged educational transformation through various policies, such as Law Number 20 of 2003 concerning the National Education System (Undang-Undang, 2003), Government Regulation Number 57 of 2021 concerning National Education Standards and its amendments, as well as the implementation of the Independent Curriculum which emphasizes student-centered learning, learning differentiation, and character strengthening through the Pancasila Student Profile (Pendidikan, 2026). This policy provides teachers with greater freedom to design contextual, flexible, and student-centered learning. In practice, the successful implementation of this policy depends heavily on the quality of planning carried out by schools and teachers, particularly Islamic Religious Education teachers.

Nevertheless, various research findings indicate that Islamic Religious Education (IRE) learning planning and program management still face a number of challenges. Planning is often solely focused on meeting administrative learning needs, not fully based on student needs analysis, educational environment evaluation, or the long-term vision of the educational institution. Consequently, Islamic Religious Education (IRE) learning tends to be normative, lacking contextualization, and failing to develop students' critical thinking, collaborative skills, and digital literacy skills as envisioned in the Independent Curriculum (Saiyidah et al., 2025; Uliatunida, 2020).

This situation demonstrates that improving the quality of Islamic Religious Education (IRE) learning cannot be achieved solely through curriculum changes. It requires a strategic planning model that integrates the institution's vision, community needs, scientific and technological developments, and Islamic values into every decision-making process. Strategic planning is a crucial foundation because it determines the direction of curriculum development, teacher competency development, the use of learning technology, resource management, and a sustainable evaluation system. Without thorough planning, various educational innovations have the potential to be fragmented and fail to significantly impact learning quality.

Based on these conditions, this article aims to analyze various strategic planning models in Islamic Religious Education through a literature review and identify their implications for improving the quality of learning. The analysis focuses on three main aspects: the concept of strategic planning in Islamic Religious Education, various emerging strategic planning models, and the implications of implementing these models for improving the quality of Islamic Religious Education learning in schools and madrasahs.

METHODS

This study uses a qualitative approach with library research through the Systematic Literature Review (SLR) method to identify, analyze, and synthesize various studies on the strategic planning model of Islamic Religious Education (IRE) in improving the quality of learning. Data sources are secondary data obtained from reputable national and international journal articles, scientific books, and policy documents published in the period 2016–2026. Literature searches were conducted through the Scopus, Web of Science, ERIC, Google Scholar, DOAJ, Garuda, and Dimensions databases using relevant keywords. Literature selection used a purposive sampling technique based on inclusion criteria, namely peer-reviewed publications that directly discuss strategic planning, Islamic Religious Education, and the quality of learning.

The research instruments consisted of documentation sheets and data extraction matrices used to identify information regarding the research objectives, methods, strategic planning models, and key findings of each article. Data were analyzed using content analysis, with the stages of data condensation, data

presentation, and drawing and verifying conclusions as proposed by (Anidar et al., 2026; Aryasutha et al., 2025; Engkizar et al., 2024; Engkizar et al., 2026; Miles, 2015) to increase the credibility of the study results, the literature selection and reporting process refers to the PRISMA 2020 guidelines, so that the resulting synthesis is systematic, transparent, and scientifically accountable (Snyder, 2019).

RESULT AND DISCUSSION

The Concept of Strategic Planning in Islamic Religious Education

The results of the literature review indicate that strategic planning is a fundamental element in improving the quality of Islamic Religious Education (IRE) learning. Various studies confirm that strategic planning is no longer understood as an administrative activity, but rather as a systematic process that includes the formulation of a vision, mission, objectives, strategies, implementation, and evaluation to achieve educational goals effectively and sustainably. In the context of IRE, this process is integrated with Islamic values such as trustworthiness, deliberation (*shura*), *ihsan*, and *maṣlahah*, so that its success is measured not only by academic achievement, but also by the formation of students' character and spirituality (Badrudin et al., 2024).

The literature synthesis also shows that the development of digital technology, the implementation of the Independent Curriculum, and the characteristics of Generation Z and Alpha require more adaptive strategic planning. Islamic Religious Education teachers no longer merely serve as transmitters of material, but rather as learning designers capable of integrating digital literacy, differentiated learning, and strengthening Islamic character. Therefore, the development of learning strategies needs to be based on an analysis of student needs and environmental conditions through a data-driven planning approach, so that learning becomes more contextual and relevant to the challenges of the times (Azizah et al., 2025).

The findings of this study demonstrate that the effectiveness of strategic planning is greatly influenced by the involvement of all stakeholders, such as the principal, teachers, parents, school committees, and the community. Participatory planning produces more realistic programs and is oriented towards continuous quality improvement than planning that is merely an administrative formality. These results align with research Nurhayati & Berlian, (2026) which states that collaboration between stakeholders is an important factor in building a culture of quality in Islamic educational institutions.

The results of this study indicate that the concept of Islamic Religious Education (IRE) strategic planning has evolved from simply program development to an instrument for transforming educational quality. This finding reinforces the theory of strategic educational management, which emphasizes the importance of alignment between vision, strategy, implementation, and evaluation in improving learning quality. Unlike previous research, which focused more on strategic management at the institutional level, this study emphasizes that Islamic Religious Education (IRE) strategic planning must integrate Islamic values, learning innovation, and responsiveness to technological developments to ensure learning remains relevant to current and future educational needs.

Analysis of the Strategic Planning Model for Islamic Religious Education

The first, SWOT analysis as a basis for strategy development. The results of the literature review indicate that SWOT analysis is the dominant approach in strategic planning for Islamic Religious Education (IRE) because it can comprehensively map internal and external conditions before policymaking. SWOT functions not only as an identification tool but also as a basis for determining program priorities, resource allocation, and strategies for improving learning quality (Rochman, 2019). Internally, Islamic Education's strengths generally include the

school's religious culture, basic teacher competencies, worship facilities, and support for character education policies.

However, weaknesses remain evident in limited learning innovation, low technology utilization, and limited HOTS development. Meanwhile, opportunities arise from the Independent Curriculum, the digitalization of education, and increased awareness of character education. Threats include moral degradation, religious disinformation on social media, and changes in the character of digital-generation students.

These findings confirm that SWOT serves as a strategic diagnostic tool that determines the appropriate direction of education policy. Recent research shows that this approach enhances planning objectivity because it is based on real-world data, not normative assumptions. Furthermore, there is a shift in focus from merely solving problems to exploiting strategic opportunities, including technological transformations such as AI as an adaptive learning tool.

The second, formulation of vision, mission, goals, and strategic targets. The literature shows that the next stage after a SWOT analysis is the formulation of a vision, mission, goals, and strategic objectives as the foundation for the direction of Islamic education development. The vision serves as a long-term orientation, the mission as an operational strategy, and the goals and objectives serve as measurable indicators of success (Paramitah, 2016).

The contemporary vision of Islamic Religious Education (IRE) has shifted from a cognitive orientation toward developing students who are religious, moderate, have character, and are digitally literate. The effectiveness of the vision is largely determined by the clarity of the mission; missions that are too general tend to fail to be implemented, while missions that are specific and measurable are more effective in improving the quality of learning (Hafizin & Herman, 2022).

The relationship between vision, mission, goals, and objectives is hierarchical and integrative, necessitating strategic alignment to ensure consistent implementation of all educational components. Furthermore, the development of the vision and mission is now participatory, involving teachers, school committees, and the community to increase the relevance and acceptability of policies (Supardi et al., 2024).

The third, strategy and program development. The final stage is formulating a strategy that translates the vision and mission into concrete programs, such as curriculum development, teacher competency development, technology integration, and strengthening the school's religious culture. The literature shows that effective strategies are adaptive, data-driven, and oriented toward continuous improvement. In the context of Islamic Religious Education (IRE), the strategy focuses not only on the transfer of religious knowledge but also on the internalization of values, religious digital literacy, and strengthening critical thinking skills (Syafaruddin et al., 2021).

Conceptually, the ideal Islamic Education strategic planning model consists of three main stages: SWOT analysis, formulation of vision, mission, and objectives, and development of strategy and programs. These three form an integrated cycle that determines the success of continuously improving the quality of learning.

The fourth, strategy implementation. Strategy implementation is a crucial stage in transforming the vision, mission, and programs into concrete actions in Islamic Religious Education (IRE) learning. Its success is largely determined by leadership, teacher competence, organizational culture, and collaboration between all stakeholders. In practice, IRE teachers act as facilitators and learning designers, integrating active methods such as Problem-Based Learning (PBL), Project-Based Learning (PjBL), and differentiated learning, as well as the use of digital technology (LMS and interactive media). These changes increase student engagement, motivation, and critical thinking skills.

Implementation also encourages a more contextual Islamic Education (IRE) curriculum that integrates contemporary issues such as digital literacy, religious moderation, and social media ethics. However, obstacles remain, including low teacher digital competency, limited resources, and resistance to change. Conceptually, strategy implementation is a process of organizational transformation, not merely technical implementation, requiring synergy between leadership, innovation, and educational system support.

The fifth, strategy evaluation and control. Evaluation serves to measure program success and serves as a basis for continuous improvement. In Islamic Religious Education (IRE), evaluation assesses not only cognitive aspects but also attitudes and behaviors through authentic assessments. Modern evaluation approaches emphasize the Internal Quality Assurance System (SPMI), which encompasses planning, implementation, evaluation, and continuous quality improvement. Evaluation also encompasses teacher performance, management effectiveness, infrastructure, and stakeholder satisfaction (Dhuka, 2022).

The main obstacles to evaluation are the dominance of administrative assessments, limited authentic instruments, and poor data analysis capabilities. This results in the evaluation results not being optimally used for program improvement. Substantively, evaluation is part of a quality culture that encourages organizational learning and continuous quality improvement in accordance with the principles of Total Quality Management.

The Islamic Religious Education (IRE) strategic planning model is an integrated and continuous cycle consisting of analysis, direction formulation, implementation, and evaluation. The success of learning quality does not depend on a single stage, but on the consistent interconnectedness of the entire process. This model emphasizes that improving Islamic Religious Education (IRE) quality is the result of the integration of modern strategic management, digital transformation, and Islamic values, implemented collaboratively and oriented towards continuous improvement.

Implications of Strategic Planning for Improving the Quality of Islamic Education Learning

The results of a literature synthesis indicate that strategic planning has significant implications for improving the quality of Islamic Religious Education (IRE) learning. Institutions that implement it systematically have better learning quality than conventional approaches, particularly in the integration of vision and mission, curriculum, teacher competency, facilities, and ongoing evaluation. Strategic planning serves as an integrative framework that directs all components of education toward effective, efficient, and high-quality learning.

The main implication is seen in the improved quality of Islamic Religious Education (IRE) teachers' lesson planning. Teachers are able to develop teaching materials more systematically and based on student needs, from learning outcomes to assessment. Learning becomes more contextual and adaptive, in line with the Independent Curriculum, which positions teachers as learning designers (Hasmiza, 2025).

From a competency perspective, strategic planning encourages teacher professional development through training, coaching, and lesson study. This enhances pedagogical, professional, social, and digital competencies, enabling teachers to serve not only as instructors but also as facilitators and guides in Islamic values (Bahri, 2022). In terms of curriculum, strategic planning encourages the integration of digital literacy, religious moderation, character education, and 21st-century skills (4Cs). Learning becomes more relevant to current developments and encourages the contextual implementation of Islamic values in everyday life (Riadi, 2024).

In addition, strategic planning strengthens a culture of quality through data-driven evaluation and continuous improvement. Quality is understood as a cyclical process (planning, implementation, evaluation, and follow-up), not a one-time outcome (Kutbaniyah & Faslah, 2025). Strategic planning also strengthens the principal's transformational leadership in building vision, innovation, and cross-stakeholder collaboration. This leadership directly contributes to improving the quality of Islamic Religious Education (IRE) learning.

However, its implementation faces challenges such as limited teacher digital competency, infrastructure, resistance to change, and the dynamics of technology and new generation learning patterns. Therefore, an adaptive system is needed through strengthening human resources, utilizing technology, partnerships, and data-driven evaluation (Asroza & Yusnaini, 2026). Conceptually, these findings reinforce the theories of Strategic Management and Total Quality Management (TQM), which argue that quality improvement is achieved through integrated planning and continuous improvement. From an Islamic educational perspective, this process also embodies the values of trust, goodness, and benefit.

CONCLUSION

Strategic planning plays a crucial role in improving the quality of Islamic Religious Education (IRE) learning. Strategic planning, which encompasses SWOT analysis, vision and mission formulation, program development, implementation, and ongoing evaluation, can improve learning quality, teacher competency, technology integration, and student character building. Its successful implementation is supported by collaboration between all stakeholders and adaptive management. Schools and Islamic schools need to strengthen teachers' skills in strategic planning and the use of learning technology. Future researchers are advised to conduct field research to test the effectiveness of Islamic Education (IRE) strategic planning models at various levels and educational contexts.

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