

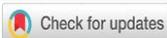


STRATEGIC PLANNING OF ISLAMIC EDUCATION IN REALIZING THE VISION AND MISSION OF ISLAMIC EDUCATION INSTITUTIONS

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ABSTRACT

The purpose of this study is to analyze the strategic planning of Islamic education implemented at SMP Plus Darussalam Banyuwangi in realizing the vision and mission of the institution, with a focus on the integration of religious values and local culture. This research uses a qualitative approach with a case study design to analyze the strategic planning of Islamic education at SMP Plus Darussalam Banyuwangi. Data sources include in-depth interviews with principals, teachers, parents and stakeholders, direct observation at the school, and documentation such as strategic planning and annual reports. Data were thematically analyzed to identify patterns and themes that support or hinder strategic planning. This research aims to provide a holistic understanding of the implementation of strategic planning in Islamic education. The results of this study show that SMP Plus Darussalam Banyuwangi successfully integrates religious values, local culture and technology in educational strategic planning. The main focus on character education shapes students' noble morals according to Islamic teachings, while the active involvement of stakeholders ensures the relevance of the school's vision and mission to local needs. The flexibility of the curriculum allows for adaptation to the times without compromising traditional values.

ABSTRAK

Tujuan penelitian ini adalah menganalisis perencanaan strategis pendidikan Islam yang diterapkan di SMP Plus Darussalam Banyuwangi dalam mewujudkan visi dan misi lembaga, dengan fokus pada integrasi nilai-nilai agama dan budaya lokal. Penelitian ini menggunakan pendekatan kualitatif dengan desain studi kasus untuk menganalisis perencanaan strategis pendidikan Islam di SMP Plus Darussalam Banyuwangi. Sumber data meliputi wawancara mendalam dengan kepala sekolah, guru, orang tua, dan pemangku kepentingan, observasi langsung di sekolah, serta dokumentasi seperti perencanaan strategis dan laporan tahunan. Data dianalisis secara tematik untuk mengidentifikasi pola dan tema yang mendukung atau menghambat perencanaan strategis. Penelitian ini bertujuan untuk memberikan pemahaman holistik tentang implementasi perencanaan strategis dalam pendidikan Islam. Hasil penelitian menunjukkan bahwa SMP Plus Darussalam Banyuwangi berhasil mengintegrasikan nilai-nilai agama, budaya lokal, dan teknologi dalam perencanaan strategis pendidikan. Fokus utama pada pendidikan karakter membentuk moral yang mulia pada siswa sesuai dengan ajaran Islam, sementara keterlibatan aktif pemangku kepentingan memastikan relevansi visi dan misi sekolah dengan kebutuhan lokal. Fleksibilitas kurikulum memungkinkan adaptasi terhadap perkembangan zaman tanpa mengorbankan nilai-nilai tradisional.

Kata kunci: Perencanaan Strategis, Pendidikan Islam, Visi dan Misi Lembaga

INTRODUCTION

In the midst of educational development in Indonesia, Islamic educational institutions, especially those in Banyuwangi, have their own challenges in creating quality education (Kosim et al., 2023; Fakhruddin et al., 2025; Arifianto et al., 2025). SMP Plus Darussalam Banyuwangi, as one of the Islamic educational institutions, has shown its commitment in strategic planning to realize its vision and mission. The vision of this institution is to produce a generation that is not only intelligent in science, but also has noble morals and a deep understanding of religion (Prabowo et al., 2024; Bashith et al., 2025; Juhaidi et al., 2025). For this reason, SMP Plus Darussalam integrates the general curriculum with Islamic religious education, which aims to produce students who excel both academically and in moral values.

However, the main challenge faced is how the strategic planning of Islamic education can run effectively and be relevant to the times, especially in the face of the dynamics of globalization and digitalization. The Banyuwangi community, known for its rich culture and tradition, highly appreciates the existence of educational institutions that not only prioritize academic curriculum, but also maintain local and religious values (Le et al., 2023; Anning, 2024; Prabowo & Ekaningsih, 2025). Therefore, SMP Plus Darussalam Banyuwangi strives to develop a strategic plan that focuses on improving the quality of Islamic teaching, as well as utilizing technology to enrich learning methods.

Through careful strategic planning, this institution hopes to contribute to the development of a better national character, by making Islamic education the foundation in shaping a superior and noble personality. However, in its implementation, the success of this strategic planning is highly dependent on the involvement of all stakeholders, including teachers, parents and the community in supporting the vision and mission of Islamic education at SMP Plus Darussalam.

Some previous research relevant to the topic of Islamic education strategic planning in the context of Islamic education institutions in Indonesia provides important insights into the challenges and approaches that can be taken. For example, research conducted by Sodikin et al., (2024) reveals the importance of strategic planning in Islamic education to achieve the vision and mission of the institution, focusing on improving the quality of religious teaching and the integration of Islamic values in daily life. This research shows that the successful implementation of the vision and mission of Islamic education institutions depends heavily on the active involvement of school management, teachers and parents in designing and implementing educational programs that are in line with these goals.

In addition, research by Kusmawan et al., (2025) also highlights the importance of curriculum development that focuses not only on academic achievement, but also on building student character based on religious values. This study concludes that Islamic educational institutions that have good strategic planning can realize their vision and mission more effectively, despite facing the challenges of globalization and technological advances.

Research by Zulkarnain & Zubaedi, (2021) which more specifically discusses the role of strategic planning in overcoming educational problems in pesantren, found that community-based approaches and local Islamic traditions can strengthen the implementation of the vision and mission of pesantren. This study shows that although Islamic educational institutions must adapt modern technology and curriculum, they must also maintain a balance with the traditional values that exist in society.

With these findings, this research will continue to explore how SMP Plus Darussalam Banyuwangi develops strategic planning to create quality Islamic education that is relevant to the needs of the times, without ignoring the local and religious values held by the

surrounding community.

This research offers a new approach in understanding Islamic education strategic planning, focusing on the integration of religious values and local culture in the education system. In contrast to many previous studies that have examined Islamic education in the context of the academic curriculum or the use of technology, this research delves deeper into how SMP Plus Darussalam Banyuwangi develops strategic planning that links educational goals with local cultural roots and traditions. The main focus of this research is on how the institution balances the need to introduce global educational developments with maintaining the essence of Islamic values sourced from the local community.

It also introduces a broader perspective on the involvement of various parties, such as teachers, parents and the surrounding community in the strategic planning process. It looks at how collaboration between these stakeholders shapes and strengthens the direction of the vision and mission of Islamic education institutions. Thus, this study enriches the discourse on strategic planning of Islamic education, not only in the academic aspect, but also in the aspect of character development and strengthening local cultural values.

The purpose of this study is to analyze the Islamic education strategic planning implemented at SMP Plus Darussalam Banyuwangi in realizing the institution's vision and mission, with a focus on the integration of religious values and local culture. The research aims to analyze how the strategic planning links educational objectives with Islamic values and local cultural traditions, as well as to understand the role of the involvement of various stakeholders, such as teachers, parents and the community, in supporting the implementation of the institution's vision and mission. Thus, this research is expected to provide a deeper understanding of the effectiveness of strategic planning in creating holistic and contextualized Islamic education.

RESEARCH METHODS

This research uses a qualitative approach with a case study design to analyze the strategic planning of Islamic education implemented at SMP Plus Darussalam Banyuwangi. The qualitative approach was chosen because this research aims to deeply understand the process and dynamics of strategic planning in the context of Islamic educational institutions, which involve religious values, local culture, and stakeholder involvement. The case study was chosen because it allows researchers to explore in detail the strategic planning carried out by SMP Plus Darussalam in realizing the vision and mission of the institution (Abdussamad & Sik, 2021; Roosinda et al., 2021).

Data sources in this study include in-depth interviews with principals, teachers, parents and other stakeholders involved in the process of planning and implementing education in schools. The interviews aimed to obtain their perspectives on the strategic planning process implemented at the school and how they perceive the integration of religious values and local culture in the curriculum. In addition to interviews, data was also obtained through direct observation in the school environment, to understand the implementation of strategic planning in daily practice at SMP Plus Darussalam (Hasan et al., 2025; Prabowo et al., 2025)

Documentation was also used as an additional source of data, which included strategic planning documents, the institution's vision and mission, as well as annual reports describing the school's efforts in achieving the set educational goals. Data obtained from interviews, observations and documentation were then analyzed using thematic analysis to identify patterns, themes and relationships between elements that support or hinder strategic planning in realizing the institution's vision and mission (Sari et al., 2022; Mulyana et al.,

2024).

By using this method, the research is expected to provide a more holistic and contextual understanding of how Islamic education strategic planning can be applied in Islamic education institutions at the local level, as well as its contribution to the achievement of the institution's vision and mission.

RESULTS AND DISCUSSION

Research Results

Stakeholder Engagement in Strategic Planning

Stakeholder involvement in strategic planning at SMP Plus Darussalam Banyuwangi is an important element that supports the achievement of the school's vision and mission. This process involves not only teachers, but also parents and community leaders who have an active role in determining the direction of education that is relevant to the needs of students and the surrounding environment. This involvement helps to create a closer collaboration between the school and the community, so that the resulting programs are more in line with local expectations and needs. Thus, the school's vision and mission are not only academic goals but also reflect the cultural and social values around the school. To corroborate this finding, the researcher conducted an interview with the Head of SMP Plus Darussalam Banyuwangi, Informant Mr. A, who revealed:

"We involve parents and community leaders in planning so that the vision and mission of the school can be relevant to their needs. We believe that without their support, it is difficult to realize the desired educational goals."

The statement emphasizes that the active involvement of various parties in strategic planning is essential to create a more contextualized and comprehensive education.

In the strategic planning process of Islamic education at SMP Plus Darussalam Banyuwangi, stakeholder involvement is an important key to effectively achieving the institution's vision and mission. The active participation of various parties such as teachers, parents and community leaders ensures that the educational strategy designed is not only top-down, but truly reflects the needs, values and expectations of the surrounding community. To provide a clearer picture of their role in supporting strategic planning, the following indicators of stakeholder engagement are presented:

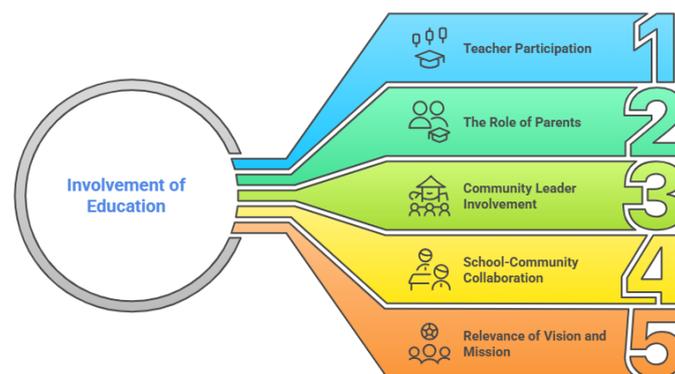


Figure 1, stakeholder engagement indicators

The findings show that the active involvement of stakeholders-teachers, parents and community leaders-in strategic planning at SMP Plus Darussalam Banyuwangi plays a major role in realizing relevant and contextual education. This collaboration strengthens the link

between the school's vision and mission and the real needs of the surrounding community. Through this participation, the school is able to design programs that not only meet academic standards, but also enrich the character of students with strong cultural and social values.

Implementation of Character-Oriented Learning Methods

At SMP Plus Darussalam Banyuwangi, strategic planning in education does not only focus on academic achievement, but also prioritizes student character building. Character-based learning methods are applied with the aim that students are not only smart in academic aspects, but also have noble morals in accordance with Islamic values. This approach emphasizes the importance of students' moral and spiritual development in their daily lives. In its implementation, the school places character education as an integral part of the curriculum, which is not only taught through specialized subjects, but also integrated in every teaching and learning activity. Thus, it is expected that students can grow into individuals who not only have good intellectual abilities, but also have attitudes, behaviors, and ethics that are in line with Islamic teachings.

To explore the application of this learning method, researchers conducted an interview with one of the teachers at SMP Plus Darussalam, informant Mrs. S, who explained the approach used at the school. In the interview, Mrs. Siti stated:

"At SMP Plus Darussalam, we always emphasize the importance of character education, in addition to academic lessons. Every day, we give direct examples in daily life, such as honesty, responsibility, and mutual respect. We believe that if students' character is good, they will be more receptive to academic lessons and can become individuals who are beneficial to society."

This statement shows that the school really integrates character values in every aspect of learning. By providing real examples and incorporating moral values in daily activities, students are expected to internalize good character and apply it in their lives. This supports the achievement of more comprehensive educational goals, which not only assess academic intelligence, but also students' morals and personality.

Curriculum Flexibility in Responding to Changing Times

SMP Plus Darussalam Banyuwangi shows good adaptability in developing its curriculum. The school maintains Islamic values and local culture while accommodating technological developments and the demands of modern education. The implemented curriculum does not only focus on teaching religion and culture, but also emphasizes the skills needed in the digital era, such as the use of technology in learning and the development of 21st century skills. Thus, this school is able to provide education that is relevant and in accordance with the needs of the times, without sacrificing the basic principles held. To explore this finding, the researcher interviewed informant Mr. E, Vice Principal for Curriculum, who said:

"We adapt the curriculum to be relevant to the times. We integrate technology in learning, but we still prioritize religious and cultural values."

This statement reinforces that SMP Plus Darussalam Banyuwangi successfully balances traditional values and technological developments in its curriculum.

In facing the changing times, SMP Plus Darussalam Banyuwangi develops an adaptive

curriculum without ignoring religious values and local culture. To clarify how curriculum flexibility is implemented, the following important aspects and their descriptions are presented in the form of the following table.

Table 1. Aspects of Curriculum Flexibility at SMP Plus Darussalam Banyuwangi

NO	Aspects	Description
1	Technology Integration	Use of technology in learning to enhance 21st century skills.
2	Preservation of Religious and Cultural Values	Maintain Islamic values and local culture in the curriculum.
3	Adaptation to the Times	The curriculum was developed to suit the needs of modern education without neglecting the basic principles.

SMP Plus Darussalam Banyuwangi is able to develop a flexible curriculum by balancing technological innovation and the preservation of religious values and local culture. This adaptation ensures that students get an education that is relevant to the demands of the times, without losing their Islamic and cultural identity, thus supporting the achievement of a holistic and contextual educational vision.

Research Discussion

Stakeholder Engagement in Strategic Planning

The findings on stakeholder involvement in strategic planning at SMP Plus Darussalam Banyuwangi indicate the importance of collaboration between the school, parents and community leaders in shaping a vision and mission that is relevant to local needs. Based on the interview with the principal, informant Mr A, it is clear that the active involvement of these parties greatly influences the achievement of educational goals that are contextual and in accordance with the social conditions of the surrounding community. This is in line with education management theory which states that stakeholder participation in the education planning and implementation process can strengthen support for the school's vision and mission, as well as increase the sustainability and effectiveness of the programs run (Adhikari & Shrestha, 2023) .

Theoretically, this concept is also in line with the transformational leadership model that emphasizes the importance of collaboration in achieving common goals. Yulianti et al. (2021) explain that leaders who apply transformational leadership styles are able to build strong relationships with stakeholders, including teachers, parents and communities. This serves to create greater understanding in achieving the educational goals that have been set. In the context of SMP Plus Darussalam, this collaboration not only strengthens the relationship between the school and the community but also ensures that the school's vision and mission are more responsive to the changing needs of students and the surrounding socio-cultural developments.

Compared to previous studies, e.g. the study by Weiss et al., (2021) , which highlighted the importance of active stakeholder participation in educational decision-making, these findings suggest that the success of strategic planning is strongly influenced by the support and visible involvement of various parties related to the educational process.

Implementation of Character-Oriented Learning Methods

The findings regarding the application of character-based learning methods at SMP Plus Darussalam Banyuwangi show that this school does not only focus on developing students' academic aspects, but also seeks to form noble characters in accordance with Islamic teachings. This method is reflected in the integration of character education in all teaching and learning activities, as well as the emphasis on moral values such as honesty, responsibility and mutual respect. This supports the view that character education should be an integral part of the wider education system and not just a separate subject. An interview with Informant Mrs. S revealed that the school believes that good character influences students' ability to be more receptive to academic lessons and more prepared to contribute positively in society.

From a theoretical perspective, this approach is in line with the concept of character education developed by Iksal et al., (2024) , which states that character education should involve the formation of good attitudes, behaviors, and habits, which are integrated in students' daily lives. In addition, Islamic pedagogy theory also emphasizes the importance of education that leads to a balance between mind, heart, and behavior (Hadi et al., 2024) . In this context, education at SMP Plus Darussalam is not only oriented to intellectual achievement, but also to the formation of noble morals, which directs students to not only be academically intelligent, but also have a good personality.

Previous studies, such as those conducted by Pike et al., (2021) also show that character education integrated with the main curriculum has a more positive impact on the development of students' social and moral attitudes. This reinforces the findings at SMP Plus Darussalam that character education that is integrated into every aspect of learning is the key to creating a generation that is not only smart, but also highly moral.

Curriculum Flexibility in Responding to Changing Times

The findings on curriculum flexibility at SMP Plus Darussalam Banyuwangi show that the school successfully balances religious values, local culture and technological developments in its curriculum. While still adhering to the basic principles of Islam and local culture, the school also recognizes the importance of adapting to the times, especially by incorporating technology in learning and 21st century skills. This shows that the school has a holistic view in designing the curriculum, which not only emphasizes academic teaching but also prepares students to face the challenges of an increasingly digital world. The statement of informant Mr. E, Deputy Principal, underlines the school's commitment to maintaining traditional values while responding to technological needs and the demands of the times.

Theoretically, this finding leads to the concept of curriculum responsiveness described by Catacutan et al., (2023) , which states that the curriculum must be able to respond to social dynamics and the times, including technological changes. In addition, the concept of 21st Century Skills promoted by Dadang et al., (2024) , which emphasizes the importance of mastering digital and social skills in learning, is very relevant to the approach applied at SMP Plus Darussalam. The curriculum that combines traditional and modern aspects is also in line with the theory of integrated curriculum which carries the idea that education should connect various fields of science with the needs of students that are relevant to their social and technological contexts. Previous studies, as stated by Thelma et al., (2024) , revealed that curricula that accommodate the needs of the times and adapt to technological developments are more effective in preparing students to contribute in a rapidly changing society. Thus, SMP Plus Darussalam not only creates graduates with noble character, but also ready to face

the challenges of the times.

CONCLUSIONS

The conclusion from the results and discussion shows that SMP Plus Darussalam Banyuwangi successfully integrates religious values, local culture and technological developments in their strategic planning. The school places character education as a top priority in the curriculum, not only to develop students' academic aspects, but also to form noble morals in accordance with Islamic teachings. In addition, the active involvement of stakeholders, including parents and community leaders, in strategic planning creates close collaboration between the school and the community, ensuring that the school's vision and mission remain relevant to local needs. The flexibility of the curriculum allows the school to adapt to the times while maintaining the traditional values that are the cornerstone of the school's education. Overall, the holistic approach implemented at SMP Plus Darussalam not only prepares students academically, but also morally and socially, making them ready to face the challenges of an ever-evolving world. This shows that education based on character values, community involvement, and adaptation to technology are the keys to creating a generation that excels and is ready to contribute positively in society.

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