

ANALYSING THE ROLE OF MANAGERIAL STRATEGIES IN DETERMINING THE VISION AND MISSION OF ISLAMIC EDUCATION IN PRIMARY SCHOOLS

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ABSTRACT

This research discusses the role of managerial strategies in determining the vision and mission of Islamic education in primary schools. As an important element in the world of education, managerial strategies implemented in schools have a significant impact on the formation of the vision and mission that will be used as guidelines in the implementation of education. A clear and directed vision and mission will guide the educational process to create graduates who are not only academically competent but also have noble character in accordance with Islamic values. This research uses a qualitative approach with a descriptive method, which aims to reveal holistically how the role of principals and teachers in formulating and implementing the vision and mission of Islamic education in primary schools. Data were collected through observation, interviews and documentation involving principals, teachers and other relevant parties. The results show that the right managerial strategy, which involves analysing the internal and external environment, determines the success in formulating the vision and mission of Islamic education. In addition, the involvement of all stakeholders, including teachers, parents and the community, in the formulation of the vision and mission will strengthen the relevance and application of Islamic values in daily learning. The study also found that periodic evaluation of the formulated vision and mission is essential to ensure that the education provided remains in line with the times and the needs of the community.

Keywords: Islamic Education Managerial Strategy, Education Vision and Mission, Primary School

ABSTRAK

Penelitian ini membahas peran strategi manajerial dalam menentukan visi dan misi pendidikan Islam di Sekolah Dasar. Sebagai elemen penting dalam dunia pendidikan, strategi manajerial yang diterapkan di sekolah memiliki dampak signifikan terhadap pembentukan visi dan misi yang akan dijadikan pedoman dalam penyelenggaraan pendidikan. Visi dan misi yang jelas dan terarah akan memandu proses pendidikan untuk menciptakan lulusan yang tidak hanya kompeten secara akademis tetapi juga berakhlak mulia sesuai dengan nilai-nilai Islam. Penelitian ini menggunakan pendekatan kualitatif dengan metode deskriptif, yang bertujuan untuk mengungkapkan secara holistik bagaimana peran kepala sekolah dan guru dalam merumuskan dan mengimplementasikan visi dan misi pendidikan Islam di sekolah dasar. Data dikumpulkan melalui observasi, wawancara, dan dokumentasi dengan melibatkan kepala sekolah, guru, dan pihak terkait lainnya. Hasil penelitian menunjukkan bahwa strategi manajerial yang tepat, yang melibatkan analisis lingkungan internal dan

eksternal, sangat menentukan keberhasilan dalam merumuskan visi dan misi pendidikan Islam. Selain itu, keterlibatan seluruh stakeholder, termasuk guru, orang tua, dan masyarakat, dalam perumusan visi dan misi akan memperkuat relevansi dan penerapan nilai-nilai Islam dalam pembelajaran sehari-hari. Penelitian ini juga menemukan bahwa evaluasi berkala terhadap visi dan misi yang telah dirumuskan sangat penting untuk memastikan bahwa pendidikan yang diberikan tetap sesuai dengan perkembangan zaman dan kebutuhan masyarakat.

Kata kunci: Strategi Manajerial Pendidikan Islam, Visi dan Misi Pendidikan, Sekolah Dasar

INTRODUCTION

Islamic education in Indonesia has a very important role in shaping the character and morals of children from an early age. Primary school, as the first educational institution that students take, is a very strategic starting point for instilling Islamic values. In this context, the managerial strategy implemented in primary schools has a huge role in designing the vision and mission of effective Islamic education. This educational vision and mission is not only a guide for the management of resources and materials, but also the basis for the integration of Islamic values in every aspect of learning carried out in schools.¹

A clear vision of Islamic education and a purposeful mission are essential for realising the long-term goals of education. However, in practice, formulating a vision and mission that is relevant to the needs of the times and the local context is often a big challenge. A mature managerial strategy is needed so that the vision that has been set can be translated into an implementable policy. Without good planning, the vision of Islamic education may be neglected or not implemented optimally, given the limited resources available in primary schools.²

One of the main challenges faced is the mismatch between the expected vision and the implementation on the ground. While many primary schools have ambitious visions of Islamic education, the implementation of these visions is often hampered by limitations in terms of human resources, both in terms of the number and quality of teachers. The lack of adequate training and understanding of Islamic education in line

¹ M. Husnaini, Irmie Victorynie, dan Noor Amili, "Model of Religious Character Education: A Case Study in Al-Hilal Islamic Primary School Bekasi, Indonesia," *Journal of Social Studies (JSS)* 16, no. 2 (29 September 2020): 103–20, <https://doi.org/10.21831/jss.v16i2.34706>.

² Adamris, "Supervisi Pengawas Sekolah terhadap Kepala SD untuk Penyusunan Tes Objektif sebagai Teknik Pembelajaran Membaca Paragraf," *Jurnal Pembelajaran Bahasa dan Sastra* 2, no. 3 (2023): 369–78, <https://doi.org/10.55909/jpbs.v2i3.273>.

with the times is one factor that exacerbates this problem. This results in the quality of education provided not fully reflecting the Islamic values that are intended to be instilled.³

In addition, the integration of technology in education is a challenge, especially in the midst of rapid technological development. Many primary schools have not fully utilised technology to support the learning process of Islamic education.⁴ This is due to limited infrastructure and lack of training for educators to optimally utilise technology in teaching and learning activities.⁵ Therefore, managers of Islamic education in primary schools must be able to design strategies that can overcome this challenge so that Islamic education can remain relevant and develop along with the times.

The topic of the role of managerial strategies in determining the vision and mission of Islamic education in primary schools is very relevant to the current state of education. In the era of globalisation and rapid technological development, Islamic education in primary schools needs to have a strong foundation in order to form a young generation that is not only intellectually intelligent, but also solid in religious values.⁶

³ Marlana Islamiati dan Sulaiman Jazuli, "STRATEGI INTERNALISASI NILAI-NILAI KARAKTER DI MTs NEGERI 1 HULU SUNGAI SELATAN," *Atta'dib Jurnal Pendidikan Agama Islam* 5, no. 1 (2024): 1–12, <https://doi.org/10.30863/attadib.v5i1.5426>; Ani Apiyani, "OPTIMALISASI MANAJEMEN SUMBER DAYA MANUSIA DALAM PENDIDIKAN ISLAM," *Jurnal Tahsinia* 5, no. 4 (2024): 499–511, <https://doi.org/10.57171/jt.v5i4.198>.

⁴ Muhammad Torieq Abdillah, "Relevansi Nilai-Nilai Etika Politik dan Konsep Moderasi Beragama dalam Tafsir al-Qurthubi: Refleksi Menyambut Pemilu 2024," *AL-MURABBI: Jurnal Studi Kependidikan dan Keislaman* 10, no. 2 (2024): 35–49, <https://doi.org/10.53627/jam.v10i2.5494>; Moch. Farich Alfani dkk., "The Value of Character Education in Introductory Islamic Studies: A Transformative Scholarly Paradigm," *EduLab: Majalah Ilmiah Laboratorium Pendidikan* 9, no. 1 (2024): 89–105, <https://doi.org/10.14421/edulab.2024.91.06>; Fajar Dwi Mukti, "INTEGRASI LITERASI SAINS DAN NILAI-NILAI AKHLAK DI ERA GLOBALISASI," *ABDAU: Jurnal Pendidikan Madrasah Ibtidaiyah* 1, no. 2 (2018): 311–29; Fajar Dwi Mukti, "The Development of Augmented Reality (Ar) Based Science Learning Media at MI Yaa Bunayya," *Al-Adzka: Jurnal Ilmiah Pendidikan Guru Madrasah Ibtidaiyah* 12, no. 2 (31 Desember 2022): 76–89, <https://doi.org/10.18592/aladzkapgmi.v12i2.7274>; Fajar Dwi Mukti, Imanuel Hitipeuw, dan Siti Faizah, "تففيظ نظرية الشخصية لسكنر (Skinner) الابدائية," *Waniambey: Journal of Islamic Education* 5, no. 1 (6 Juni 2024): 36–48, <https://doi.org/10.53837/waniambey.v5i1.1044>.

⁵ M. Dzirri Nur Rohim dan Aceng Komarudin Mutaqin, "Pengaruh Infrastruktur dan Inovasi Hybrid Learning terhadap Kepuasan Mahasiswa Fakultas Matematika dan Ilmu Pengetahuan Alam Universitas Islam Bandung Angkatan 2020-2021," *Bandung Conference Series: Statistics*, 2023, <https://doi.org/10.29313/bcss.v3i2.8236>; Emilda Emilda dkk., "PELATIHAN KOMPUTER DASAR DAN PEMANFAATAN INTERNET BAGI SISWA UNTUK Mendukung Pembelajaran Daring," *SELAPARANG: Jurnal Pengabdian Masyarakat Berkemajuan* 6, no. 2 (5 Juni 2022): 554–57, <https://doi.org/10.31764/jpmb.v6i2.7938>; Visco Dhiya Salabila, "Manajemen Pendidikan Agama Islam Berbasis Pembelajaran Kreatif Di Era Teknologi Digital," *ALFIHRIS: Jurnal Inspirasi Pendidikan* 2, no. 2 (11 Januari 2024): 48–61, <https://doi.org/10.59246/alfihris.v2i2.757>; Muh Ibnu Sholeh, "Technology Integration in Islamic Education: Policy Framework and Adoption Challenges," *Journal of Modern Islamic Studies and Civilization* 1, no. 02 (7 Agustus 2023): 82–100, <https://doi.org/10.59653/jmisc.v1i02.155>.

⁶ Dwi Setyaningsih, "Implementasi Manajemen Strategi Dalam Meningkatkan Mutu Pendidikan," *PEDAGOGIKA* 13, no. 1 (5 April 2022): 24–34, <https://doi.org/10.37411/pedagogika.v13i1.1221>; Nurkaidah, "Pelaksanaan Manajemen Strategi Dan Kebijaksanaan Dalam Peningkatan Mutu Pendidikan Agama Islam Di SDIT Otoman Depok," *Jurnal Dirosah Islamiyah* 6, no. 2 (20 Agustus 2024): 649–59, <https://doi.org/10.47467/jdi.v6i2.2515>; Fathin Kusumardani, Achmad Junaedi Sitika, dan Debibik Nabilatul Fauziah,

Therefore, this research is important to provide insights into how managerial strategies can contribute to formulating an effective vision and mission as well as implementation in accordance with the needs and challenges that exist in primary schools.

RESEARCH METHODS

The research method used in this study is Systematic Literature Review (SLR)⁷. This research aims to analyse the role of managerial strategies in determining the vision and mission of Islamic education in primary schools by reviewing various relevant literature sources. The literature selection process was conducted with strict inclusion criteria, selecting international journals, scholarly articles and books that discuss managerial strategies in Islamic education, particularly those that focus on managing vision and mission at the primary school level. The sources selected should be relevant and provide sufficient insight into the application of managerial strategies in formulating an effective vision for Islamic education and its implementation in the field.

The analytical process in SLR is conducted systematically by collecting, assessing and interpreting existing research results. The selected literature was analysed to identify key findings related to how managerial strategies can support the formulation of the vision and mission of Islamic education in primary schools and the challenges faced in their implementation. The analysis was conducted descriptively to describe the factors that influence the effectiveness of managerial strategies, such as resource limitations, the quality of teaching staff and the development of educational technology. The results of this SLR are expected to provide useful recommendations for Islamic education managers in primary schools in improving the quality of management of the vision and mission of Islamic education.

RESEARCH RESULTS AND DISCUSSION

This research draws on fundamental concepts relating to vision and mission in Islamic education. This discussion includes the definition of Islamic education, the importance of vision and mission, and approaches that can be used in the formulation of

“Pelaksanaan Manajemen Strategi dalam Peningkatan Mutu Pendidikan Agama Islam di SDIT Izzatul Islam Kecamatan Cibusah Kabupaten Bekasi,” *FONDATIA* 6, no. 2 (9 Juni 2022): 330–45, <https://doi.org/10.36088/fondatia.v6i2.1840>.

⁷ Maroje Visic, “Connecting Puzzle Pieces: Systematic Literature Review Method in the Social Sciences,” *Sociologija* 64, no. 4 (2022): 543–62, <https://doi.org/10.2298/SOC2204543V>.

educational strategies. Islamic education is a process that aims to develop the potential of the individual as a whole, including spiritual, moral, intellectual, and social aspects.⁸ According to Syed Muhammad Naquib al-Attas, Islamic education does not only focus on the transfer of knowledge, but also on fostering the soul and morals. This suggests that education should include spiritual and social aspects to achieve a more holistic goal.⁹ In this context, according to some studies, Islamic education focuses on the transfer of knowledge as well as the formation of learners' character and morals in accordance with Islamic teachings. Al-Ghazali asserted that the main goal of education is to create human beings with faith, piety, and noble character.¹⁰

Vision and mission have a very important role in Islamic education. Vision serves as a guide that provides direction and inspiration for educational institutions. Without a clear vision, educational institutions may lose their way and not be able to fulfil their expected goals.¹¹ In contrast, the mission describes the concrete steps to be taken to achieve the vision. A well-defined mission will help in determining the priorities and educational policies that should be implemented. These two elements complement each other; the vision provides direction, while the mission provides a concrete plan of action. The vision of Islamic education should reflect Islamic values and principles that are relevant to the challenges of the times. A good vision should be inspirational, challenging and measurable. In this regard, Zainuddin argues that an effective vision can be found in educational institutions that prioritise character development and spiritual intelligence. The mission of Islamic education, on the other hand, should explain the specific objectives of the desired education. A good mission includes academic, moral, social aspects, as well as the application of Islamic values in daily life, which is also in line with Nasution's view on the relevance of the educational mission to the social and cultural context of society.

⁸ Julhadi Julhadi dan Muhammad Faiz, "Vision, Mission and Goals of Education Hadith Perspective," *Diniyyah Jurnal* 9, no. 1 (26 Juni 2022): 6–15, <https://doi.org/10.63061/yxawpk90>.

⁹ Kurnia Meida Dewi dan Taufik Mustofa, "Konsep Pendidikan Islam Menurut Syed Muhammad Naquib Al- Attas," *Jurnal Pendidikan Tambusai* 8, no. 2 (2024).

¹⁰ Ika Purnamasari dkk., "Pengaruh Perkembangan Islam terhadap Dunia Pendidikan di Indonesia: Sebuah Kajian Historis," *Islamic Education* 4, no. 1 (21 Juni 2024): 13–18, <https://doi.org/10.57251/ie.v4i1.1366>; Abd. Mahfud, Benny Prasetya, dan Subhan Adi Santoso, "Peran Pondok Pesantren Dalam Pembentukan Karakter Religius Anak Di Desa Mranggonlawang," *Jurnal Pendidikan Islam* 8, no. 2 (1 September 2022): 19–28, <https://doi.org/10.37286/ojs.v8i2.155>; Ahmad Mudzakkir, Wahyuddin Naro, dan Muhammad Yahdi, "Sejarah Pendidikan Islam : Karakter Pendidikan Islam Klasik & Modern," 2024.

¹¹ Julhadi Julhadi, "Vision, Mission And Objectives Of Education In Hadith Perspective," *Ambarsa : Jurnal Pendidikan Islam* 2, no. 2 (30 Agustus 2022): 20–39, <https://doi.org/10.59106/abs.v2i2.74>.

Strategy formulation theory includes several approaches relevant to education, such as SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis, which helps in evaluating the institution's position in the internal and external context. This approach facilitates an understanding of the strengths and weaknesses of the institution, as well as the opportunities and threats it faces.¹² Stakeholder involvement in the formulation of the vision and mission is essential. Stakeholders, such as teachers, students, parents and the community, should be involved so that the formulated vision and mission do not only reflect management expectations but also fulfil the needs and aspirations of all parties involved. This participatory approach can increase the sense of ownership and responsibility among all members of the education community. Thus, this theoretical foundation provides a comprehensive understanding of the importance of vision and mission formulation in Islamic education. By understanding these concepts, educational institutions can formulate strategies that are more effective and relevant in facing the challenges of the times.

Formulating the vision of Islamic education is an important step in determining the direction and purpose of educational institutions. A clear and directed vision will guide all educational activities and programmes. Therefore, the strategy for formulating the vision of Islamic education must be carried out systematically and involve various related elements. The first step in vision formulation is to conduct an environmental analysis, which includes observing the internal and external conditions of the educational institution. The internal analysis involves assessing the strengths and weaknesses of the institution, such as human resources, facilities and the existing curriculum, while the external analysis includes identifying the opportunities and threats facing the institution, including educational trends, government policies, and community needs and expectations.¹³ Through these analyses, educational institutions

¹² Donny Firman Syah dan Roy Januardi Irawan, "Analisis SWOT Pembinaan Prestasi Cabang Olahraga Pencak Silat Di Padepokan Tanpa Bayangan Magetan," *Indonesian Journal of Physical Education and Sport Science* 3, no. 2 (2023): 174–83, <https://doi.org/10.52188/ijpess.v3i2.463>; Franz T. Lohrke, Matthew J. Mazzei, dan Cynthia Frownfelter-Lohrke, "Should It Stay or Should It Go? Developing an Enhanced SWOT Framework for Teaching Strategy Formulation," *Journal of Management Education* 46, no. 2 (April 2022): 345–82, <https://doi.org/10.1177/10525629211021143>; I. Prabawati dkk., "Swot Analysis for Strategy Formulation in High School," *KnE Social Sciences* 9, no. 2 (2024): 745–58, <https://doi.org/10.18502/kss.v9i2.14896>.

¹³ Julhadi, "Vision, Mission And Objectives Of Education In Hadith Perspective"; Ali Mubin, "The Formulation of an Islamic Education System," *Formosa Journal of Science and Technology* 2, no. 10 (1 November 2023): 2857–70, <https://doi.org/10.55927/fjst.v2i10.6333>; Raqib Moslimany, Anzar Otaibi, dan Frugo Shaikh, "Designing a Holistic Curriculum: Challenges and Opportunities in Islamic Education," *Journal on Islamic Studies* 1, no. 1 (10 Juni 2024): 52–73, <https://doi.org/10.35335/beztg009>.

can understand the context in which they operate, so that the vision formulated can be relevant and responsive to existing challenges.

After analysing the environment, the next step is to determine the values and principles that will form the basis of the vision. Islamic education should be rooted in universal Islamic values, such as honesty, justice, tolerance and compassion. According to Al-Ghazali, these values are essential for shaping the character and morals of learners.¹⁴ The vision formulated should reflect the institution's commitment to these values. For example, if an educational institution wants to emphasise the importance of honesty, then the vision formulated should show how the institution will build a culture of honesty among students. The involvement of various stakeholders is key in formulating the vision of Islamic education. Stakeholders may include teachers, students, parents, alumni and the surrounding community. Involving them in the vision formulation process will ensure that the vision reflects the hopes and aspirations of all parties involved. This process can be done through discussion forums, surveys or interviews, so that educational institutions can formulate a more comprehensive and inclusive vision.

With this systematic approach, educational institutions can formulate a clear, relevant and inspiring vision that will guide all educational activities. Drafting the vision is the next step after gathering information and perspectives from the environmental analysis and stakeholder engagement. The draft vision should be formulated in clear, concise and easy-to-understand language. A good vision should describe the long-term goals of the educational institution and be a guide that remains relevant despite changing times. It is also important to evaluate and revise the vision regularly to ensure that it remains adaptive to educational developments and the changing needs of society.

CONCLUSIONS

Islamic education has a very important role in shaping the character and morals of students, and this is greatly influenced by a clear vision and mission in educational

¹⁴ Arri Salaeh dkk., "Character Education Concepts Based on Al-Ghazali's Perspective in Ihya' Ulumuddin," *Southeast Asian Journal of Islamic Education* 5, no. 2 (4 Mei 2023): 231–41, <https://doi.org/10.21093/sajie.v5i2.6398>; Ahmad Faisal Amin dan A Alvian Fitriyanto, "The role of the Sufism perspective of Imam Al-Ghazali in shaping character education at student cadres Ahlith Thoriqoh Al- Mu'tabaroh An-Nahdliyyah Nahdlatul Ulama University Cirebon," 2023.

institutions. A good vision provides a clear direction for all educational activities, while the mission serves as a concrete step to achieve these goals. Through a well-defined vision and mission, educational institutions can design the right strategies to overcome challenges and meet the needs of society and the times.

The process of formulating a vision and mission in Islamic education requires a systematic and participatory approach. Analysing the internal and external environment is necessary to understand the condition of the institution and the challenges it faces. In addition, the involvement of various stakeholders, such as teachers, students, parents and the community, will ensure that the formulated vision and mission reflect the expectations and needs of all parties involved. This allows for a vision that is more inclusive and relevant to the local social and cultural context.

The importance of vision and mission in Islamic education lies not only in strategic formulation, but also in the application of Islamic values that are relevant to the development of the world of education. By formulating a vision that is based on Islamic moral and spiritual values, educational institutions not only provide academic knowledge but also shape the character of students who are noble and ready to face the challenges of life. Therefore, evaluation and revision of the vision and mission need to be done periodically to ensure that educational institutions remain relevant and adaptive to changes in society.

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