


Strategic Planning of Islamic Education at Muhammadiyah Terpadu Sendang Agung and SD Muhammadiyah Bandar Jaya

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ABSTRACT

This study aims to explore and analyze the practice of strategic planning in Islamic education at two Muhammadiyah elementary schools, namely SD Muhammadiyah Terpadu Sendang Agung and SD Muhammadiyah Bandar Jaya. The background of this research departs from the importance of institutional strategies in responding to the challenges of Islamic education in the midst of social, cultural, and national education policy changes. This research uses a qualitative approach with a case study design, involving in-depth interviews, observations, and documentation as data collection techniques. The results of the study show that both schools have formulated a vision and mission that reflects Islamic values through a participatory process. The main challenges faced include limited resources, the influence of external values, and a weak understanding of strategic management. The implementation of the strategy is carried out through various religious programs and strengthening governance, but its effectiveness depends on leadership and stakeholder involvement. The evaluation of strategies typically takes an administrative approach and lacks long-term evaluative tools. This research emphasizes the importance of a comprehensive strategic evaluation system and the repositioning of policies based on data and Islamic values. These findings make a theoretical and practical contribution to the development of Islamic education management at the primary school level.

Keywords: Strategic Planning, Islamic Education, School Management

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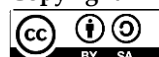
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INTRODUCTION

Islamic education has an important role in shaping the character and morals of students. The goal of Islamic education is to inculcate in people a sense of decency and spiritual integrity (Ari Nugroho, 2017; Mahmudulhassan dkk., 2024; Maidugu & Isah, 2024; Yugo & Wanojaleni, 2025). In the modern era, this role has become increasingly important along with the increasing ethical crisis in the school environment. Education should be a means to foster strong and contextual religious awareness (Aisih dkk., 2025; Hansen dkk., 2022; Kivunja & Kuyini, 2017). Therefore, strategic Islamic education planning is urgently needed at the school level.

Strategic planning is the basis for managing educational institutions that are responsive to the changing times. Strategic planning helps organizations set direction and anticipate challenges (Aji, 2024; Broman & Robèrt, 2017; J. M. Bryson dkk., 2018; George dkk., 2019a; Trigeorgis & Reuer, 2017). Many Islamic schools still rely on short-term planning that is purely administrative. Administrative approaches tend to be reactive and not future-oriented (Eager dkk., 2018; Musmulyadi, 2022). This shows the need for a more systematic approach in Islamic education planning.

Strategic planning in Islamic education focuses not only on technical aspects but also on spiritual values. The strategic process involves environmental analysis, vision setting, and selection of implementation strategies (Engert & Baumgartner, 2016; Fernandez dkk., 2019; Johan & Muafi, 2024; Punt dkk., 2016; Unalan & Cowell, 2019). This is important to create an

educational direction that is appropriate to the social and cultural context of the school. Strategic planning is a bridge between ideas and long-term action (Mäntysalo dkk., 2015; Samuelsson dkk., 2016; Silove, 2018; Steiner, 1979). Thus, a strategic approach can strengthen the relevance and sustainability of Islamic education in schools.

Previous research has highlighted the contribution of strategic management to the quality of Islamic education. Strategic planning has a direct impact on the effectiveness of learning and school development (Ambawani dkk., 2024). However, few studies specifically examine the stages of strategic planning in Islamic schools. Effective strategic planning involves understanding the current state of the organization and envisioning the desired future conditions (Araque & Weiss, 2024; Bibri, 2018; Bolisani & Bratianu, 2017; Peter & Jarratt, 2015; Ramírez & Selsky, 2016). This emphasizes the need for an in-depth study of the strategic planning process in Islamic schools.

Many studies only mention the management of Islamic education in general without focusing on strategic planning. Strategic planning is the process of setting goals and determining how to achieve them through formulation, implementation, and evaluation (Taica dkk., 2023). The lack of focus results in insufficient conceptual references for managing Islamic schools. The alignment of internal strengths and external opportunities should be the foundation of any strategy (Arraya & Ferreira, 2024; Cayir Ervural dkk., 2018; Grant, 2021; Leonidou dkk., 2017; Perifanis & Kitsios, 2023). This study aims to address the identified gap by conducting a more focused investigation.

Changes in education policy require Islamic schools to make strategic adaptations. A successful strategy is one that is able to create uniqueness and respond carefully to external changes (Ansoff dkk., 2018; Brozovic, 2018; Fraj dkk., 2015; Riswanto dkk., 2024; Yeow dkk., 2018). The implementation of the independent curriculum, school digitalization, and other social challenges demand strategic adjustments. Educational organizations must develop strategies that reflect long-term values and visions (Dyer & Dyer, 2017; Farrell, 2015; Fuertes dkk., 2020; López-Torres dkk., 2023; Mårtensson dkk., 2023). Therefore, strategic planning is an urgent need in the current context.

There is a gap between the theory and practice of strategic planning in Islamic schools. One of the reasons is the lack of human resource capacity in understanding the concept of strategic management (Amoli & Aghashahi, 2016; Bahri, 2020; Ikhwan & Yuniana, 2022; Mujiyanto dkk., 2024; Warahmah dkk., 2023). Planning documents are often just a formality with no real implementation. All stakeholders must be involved to truly implement the strategy (Ackermann dkk., 2024; Boaz dkk., 2018; Eskerod dkk., 2015; Ind dkk., 2017; Ingabire dkk., 2021). This shows the need to strengthen capacity and participation in the formulation of Islamic education strategies.

The novelty of this research lies in the integration between strategic planning theory and Islamic values in school management practice. Islamic education cannot be separated from the values of monotheism and morality (Bolandhematan, 2019; Pallathadka dkk., 2023; Sassi, 2020a; Subakir, 2020). This integration is a strength in building a strategy that is not just technocratic. An effective strategy is one that is consistent with the basic values of the institution (Fitria dkk., 2024; Pucciarelli & Kaplan, 2016; Rozi, 2016; Sastraatmadja dkk., 2024). This approach is expected to enrich the study of Islamic education management theoretically and practically.

The discourse on strategic planning in Islamic education must pay attention to the relationship between institutional goals and the social dynamics around them. Preparing strategic planning based on a thorough understanding of the organization's internal and external environment will ensure its success (Eadie, 1999; Ebrahimi & Banaeifard, 2018; George dkk., 2019b; Malekpour dkk., 2015; Syahkuan dkk., 2022). Islamic schools cannot formulate relevant strategies without taking into account the social, political, and cultural changes that occur. Strategic planning must be dynamic and context-adaptive (Andersen, 2021; J. Bryson & George, t.t.; Elbanna dkk., 2016; Fidan, 2017). Therefore, this study will discuss the conceptual and contextual issues that affect the effectiveness of strategic planning in Islamic schools.

The purpose of this study is to identify and analyze the strategic planning practices of Islamic education in schools. This research also aims to describe the supporting and inhibiting

factors of its implementation. Furthermore, this study aims to develop a conceptual model that serves as a guide for Islamic schools.

METHOD

This study uses a qualitative approach with a case study design to delve deeply into the strategic planning process of Islamic education in elementary schools. The research locations were chosen purposively, namely SD Muhammadiyah Terpadu Sendang Agung and SD Muhammadiyah Bandar Jaya, based on the consideration that both schools are Islamic educational institutions that actively apply a managerial approach in their education management. The focus of the research is directed at the strategic planning stage, which includes the formulation of a vision and mission, the identification of challenges, and the preparation of long-term work programs. The research subjects consist of principals, vice principals, teachers, and school committees involved in the strategic planning process. The selection of informants is carried out through purposive sampling techniques to ensure direct involvement in the strategic decision-making process.

Data collection was carried out through three main techniques, namely in-depth interviews, participatory observations, and documentation studies. The interviews were conducted in a semi-structured manner to obtain detailed information related to the experience, understanding, and strategic planning practices carried out by each school. Observations are carried out during planning activities, including work meetings and the preparation of strategic plan documents. Documentation includes analysis of planning documents, annual reports, meeting minutes, and school vision and mission documents. All data is collected triangulatively to ensure the validity and completeness of the information.

Data analysis was carried out from the results of field recordings, interview transcripts with subjective ideas and keywords, video recording transcriptions, and relevant document outputs. All data analysis uses an interactive analysis approach according to Milles and Huberman, which includes data collection, data condensation, data presentation, and conclusions drawn. To ensure the reliability of the data, the researcher carried out data validity through triangulation techniques, namely comparing data from interviews, observations, and documentation; and triangulation of sources by comparing statements from various informants who have different roles in the planning process. This process allows researchers to identify the suitability between findings and strengthen the results of interpretation. Analysis is carried out continuously from the data collection stage to the preparation of the final report.

The limitations of this study lie in the scope of the location and the type of data collected. The research was only conducted on two Muhammadiyah elementary schools in one district, so the results could not be generalized to all Islamic schools in Indonesia. In addition, because it uses a qualitative approach, this study does not measure the effectiveness of strategies quantitatively but focuses on understanding processes and internal dynamics in strategy formulation. Limited data collection time is also an obstacle in reaching all elements of the school involved as a whole. Nevertheless, the results of this study are expected to provide a representative picture of the strategic planning practices carried out by Islamic primary schools.

RESULT AND DISCUSSION

1. Formulation of the Vision and Mission of Islamic Education in Schools

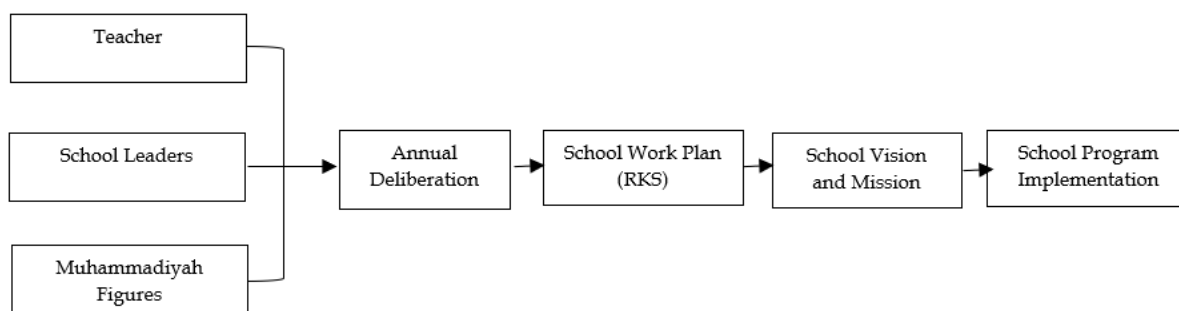
The results of the interview with the principal of SD Muhammadiyah Terpadu Sendang Agung showed that the school's vision was formulated through a deliberative forum involving elements of Muhammadiyah leaders, teachers, and figures. The principal said that "our vision was born from Islamic values that we believe in, agree on, and instill in all school programs." Deliberation is held once a year, especially before the preparation of the School Work Plan (RKS). The results of the interview also indicate that this process is not only administrative but also a space for ideological and spiritual guidance for all school residents. This process is seen as effective in unifying the perception of the direction of the goals of Islamic education in schools.

Meanwhile, at SD Muhammadiyah Bandar Jaya, the principal emphasized that their vision is to "produce a generation of Quranic intellectuals with noble character." In an interview, he explained that this formulation arose from the needs of the school environment that wants graduates with a strong Islamic identity in the midst of the challenges of the times. The process of preparing the vision was carried out together with senior teachers and committee administrators and then reviewed by the local Muhammadiyah Branch Executive. This vision is used as the basis for all forms of programs, including extra activities, teacher selection, and student character development. The involvement of all these elements reflects the value of collaboration and attachment to Islamic principles.

An interview with a teacher of SD Muhammadiyah Terpadu Sendang Agung revealed that the biggest challenge faced in integrating Islamic values in learning is the lack of understanding and training for non-religious teachers. One teacher stated, "We find it difficult to integrate Islamic values in general subjects such as mathematics or science, as there are no specific training modules that help us in this regard." This study shows that although Islamic values are the basis of education in schools, value-based teaching is not yet fully evenly distributed across subjects. Non-religious teachers, who mostly teach science and math subjects, find it difficult to find ways to align their subject matter with Islamic principles. This challenge shows that there is a need to develop special and targeted training modules for non-religious teachers so that they can integrate Islamic values in every subject. In addition, there needs to be further support in the form of continuous training so that Islamic value-based teaching can be applied consistently and effectively across all aspects of learning. Interviews with teachers of SD Muhammadiyah Bandar Jaya also revealed similar challenges, where teachers found it difficult to integrate Islamic values in general subjects. One of the teachers expressed, "We often struggle to link our Islamic values with general learning." Without the right guidance or materials, this integration becomes very challenging." At SD Muhammadiyah Bandar Jaya, although the Islamic-based education program is already running, limited resources and lack of training for non-religious teachers cause difficulties in implementing Islamic values effectively. The evidence indicates that despite the desire to integrate Islamic values in learning, without the support of proper training, teachers struggle to make strong connections between common subjects and those values. Therefore, it is crucial to provide practical guidance and training modules that are more specific and applicable so that teachers can address these challenges and be more effective in teaching Islamic values in every field of study.

The documentation collected shows that the formulation of the vision and mission has been neatly documented in various forms, both physical and digital. Both schools keep meeting minutes, an initial draft of the vision formulation, and a list of participants' attendance in the deliberation process of preparing the vision and mission. In addition, the results of interviews with principals and teachers were also supported by visual evidence in the form of photos of work meeting activities and the attachment of vision-mission results in the teacher's room and school hall. These documents reinforce the validity of the information obtained through interviews. Documentation data demonstrates that a systematic and participatory process truly drives the formulation of vision and mission.

Figure 1. Flow diagram of the deliberation process for the formulation of the vision and mission of education in both schools



This diagram illustrates that deliberation is a process that involves all elements of the school, from school leaders and teachers to community leaders, who collaborate in formulating the vision and mission of education. The deliberation process started with an annual meeting to discuss the School Work Plan (RKS), which subsequently produced the school's vision and mission, serving as the foundation for developing educational programs. Thus, this diagram can be used as a guideline that illustrates the importance of the involvement of all stakeholders in formulating the school's vision and mission, as well as ensuring that every decision reflects harmonious collaboration between internal and external parties of the school.

Table 1. The Process of Formulating the Vision and Mission of Islamic Education at SD Muhammadiyah Terpadu Sendang Agung and SD Muhammadiyah Bandar Jaya

Key Aspects	Muhammadiyah Integrated Elementary School Sendang Agung	SD Muhammadiyah Bandar Jaya
Formulation Process	Annual deliberation with leaders, teachers, and Muhammadiyah leaders	Compiled with senior teachers and committees, reviewed by PCM
Focus and Implementation	The vision was mutually agreed, becoming the basis of RKS and educational programs	Focus on the formation of the Quranic generation; Implemented in school programs and policies
Supporting Documentation	Minutes, vision drafts, attendance lists, meeting photos, and vision stickers in the classroom	Documents similar to visual evidence of vision attachment in teachers' rooms and halls

Theoretically, the formulation of vision and mission in educational institutions is an important foundation in shaping the strategic direction and identity of the institution. A strong vision is able to provide motivation, direction, and clarity of purpose for all members of the organisation. In the context of Islamic education, the vision is not just a normative statement but must reflect the values of monotheism and moral integrity. Islamic education must be orientated towards the achievement of just, balanced, and civilised human beings, so the formulation of the vision must lead to the development of a whole personality (Sassi, 2020b).

The involvement of all stakeholders in the formulation of the vision and mission strengthens the legitimacy and mutual commitment. A good strategy is one that is clearly and convincingly communicated to stakeholders so that it is understood, accepted, and supported through a targeted and feedback-based message (Diderich, 2020). This is in line with the practice in both Muhammadiyah schools, where teachers, committees, and community leaders are actively involved. In Islamic education, this involvement also reflects the principles of deliberation and participation, which are part of the shura values in Islam. Therefore, the success of vision formulation in Islamic schools is highly determined by value-based collaboration.

The formulation of a good vision and mission also functions as a policy control instrument and a strategic evaluation indicator. The vision should be the main guideline for determining the direction of the program and the priority of the organisation's resource allocation (Bakhshandeh, 2023). When the vision is used as a reference, all school activities will have consistency with the long-term strategic direction. In practice, SD Muhammadiyah Terpadu Sendang Agung shows that every teacher's activity must refer to the school's mission as a form of accountability. Thus, the formulation of the vision is not only symbolic but also serves as a binding tool for all institutional policies.

The formulation of the vision and mission applied in both schools reflects the balance between the demands of the times and the basic values of Islam. Islamic education must not be

uprooted from its normative roots, although it must remain relevant to social dynamics (Bakhshandeh, 2023). By combining managerial approaches and spiritual values, schools can form the character of students who are resilient and have integrity. This program is a concrete example of how strategic planning based on vision and mission can be the foundation for the transformation of Islamic education. Therefore, it is important for other Islamic schools to revisit the relevance and implementation of their visions and missions thoroughly and contextually.

1. Identification of Strategic Issues and Challenges of Islamic Schools

An interview with the principal of SD Muhammadiyah Terpadu Sendang Agung revealed that one of the main challenges faced in the development of Islamic education is the limited operational budget. The principal said, "The BOS funds received are insufficient to finance Islamic strengthening programs such as tahfidz coaching, moral training, and character development based on Islamic values. We often have to rely on the support of our parents or the internal assistance of the Muhammadiyah organisation to continue these programs." He also mentioned that cost constraints often necessitate the readjustment of designed programs. This challenge shows the importance of more creative and efficient budget management. Schools need to find alternative solutions, such as digging up external resources or diversifying funding sources to ensure the continuity of Islamic education strengthening programs. The quality and continuity of Islamic values-based character development programs can suffer without effective resource management.

Interviews with the principal of SD Muhammadiyah Bandar Jaya also revealed similar challenges related to limited human resources. The principal stated, "Not all teachers have a strong Islamic education background, so the process of integrating Islamic values in learning is still uneven." In addition, the busy schedule and high administrative burden mean that teacher competency-strengthening training cannot be carried out regularly. To overcome this, schools take informal approaches such as mentoring between teachers and weekly religious discussions. This issue shows the need to improve the quality of human resources through more structured professional training and development. While informal approaches such as mentoring can be helpful, they need to be balanced with more systematic formal training to ensure that all teachers, especially those without an Islamic education background, can effectively integrate Islamic values in their learning.

An interview with a teacher at SD Muhammadiyah Terpadu Sendang Agung revealed that there are challenges in dealing with the influence of external values that enter through social media and the environment around students. One teacher said, "Students often carry popular values that are contrary to the Islamic values taught in school. We can't answer these questions in class because we lack a good teaching method. To overcome this challenge, some teachers initiated Islamic thematic discussion programs and personal approaches to students. This experience shows that the external influence of social media and the social environment is indeed a big challenge for Islamic value-based education. A more adaptive and creative pedagogical approach is needed on the part of teachers, including training in managing these external influences as well as effective ways to convey Islamic values in a context that is more relevant to students' daily lives.

Interviews with teachers at SD Muhammadiyah Bandar Jaya showed a similar challenge, where teachers felt that they needed support in terms of methodology to integrate Islamic values in general learning. One of the teachers stated, "We don't have any special training modules that help us relate Islamic values to general subjects. We hope that there will be more systematic training or modules in dealing with these challenges." The need to develop training modules that can guide teachers in applying Islamic values in various subjects is very clear. The report also reflects the importance of more in-depth debriefing for teachers in integrating Islamic values-based character education into their curriculum. To apply Islamic values more evenly across all subjects, we need a structured and sustainable approach.

Figure 2. Teacher training in the implementation of Islamic education programs



Training activities are held for teachers to strengthen their competence in teaching based on Islamic values. This activity illustrates concrete efforts in improving teachers' teaching capacity, which is essential to ensure that Islamic values can be effectively integrated into every subject. Continuous training like this not only supports the improvement of teachers' pedagogical skills but also strengthens the implementation of a more comprehensive Islamic education strategy. This shows that in order to achieve the optimal goals of Islamic education, teachers need to be provided with facilities and continuous training support in order to respond to teaching challenges better and in accordance with the values taught in schools.

Table 2. Identification of Strategic Issues and Challenges of Islamic Schools

Aspects	Muhammadiyah Integrated Elementary School Sendang Agung	SD Muhammadiyah Bandar Jaya
Budget Constraints	BOS funds are insufficient for tahfidz, morals, and character programs. Relying on guardians and internal help. Programs are often readjusted due to funding limitations.	Both experienced budget limitations, although they were not explained in detail in the interview.
Human Resources (HR)	It is not mentioned as a major issue in the interview.	Not all teachers have an Islamic education background. Teacher training is not routine due to workload. Informal approaches such as mentoring & weekly religious discussions.
The Influence of External Values	Teachers confront students who are exposed to popular values contrary to Islam. Initiating thematic discussions & personal approaches. Teachers need special training/modules.	Similar problems also occurred, with relatively similar teacher responses.
Strategic Management	SWOT mapping has not involved all elements of the school. Done by a limited team. Need wider involvement in annual evaluations.	Similar strategic management challenges are acknowledged by school principals. There is a need for increased

Theoretically, the challenges faced by Islamic schools reflect the importance of organisational capacity when dealing with external and internal dynamics. Public sector organisations, including schools, must be able to recognise internal strengths and weaknesses as well as external opportunities and threats as the basis for strategising (Novianto, 2020). Limited funds, human resources, and external value that are not in line are strategic factors that require a systematic response. An adaptive educational organisation is one that is able to turn limitations into learning opportunities (Ginting dkk., 2024).

The gap in understanding of strategic management among teachers indicates that strengthening the capacity of human resources must be part of the school's main strategy. The participation of all members of the organisation in the strategic process will increase a sense of ownership and the effectiveness of implementation (Wang dkk., 2021). In the context of Islamic schools, the involvement of teachers in SWOT processes and strategic forums will strengthen the compatibility between the plan and the reality of implementation. Mintzberg clarified that a living strategy emerges from a process of interaction and practical field experience (Hashim dkk., 2022).

External value issues that affect students demand curriculum innovation and value-based pedagogical approaches. Islamic education must be able to answer the challenges of the times without losing its normative essence (Memon dkk., 2024). This requires teachers to not only be teachers but also reflective and responsive value builders. Therefore, the Islamic education strategy must include continuous coaching for teachers in the face of the modern value crisis. Schools that are able to read strategic challenges appropriately will be better prepared to maintain the sustainability of relevant and contextual Islamic education.

1. Implementation of Strategies in Islamic Education Programs

An interview with the principal of SD Muhammadiyah Terpadu Sendang Agung revealed that the implementation of the Islamic education strategy in this school is carried out through daily programs such as the habit of dhuha prayers, morning tadarus, and moral development by homeroom teachers. The principal explained, "This program is monitored in a structured manner through the daily monitoring book of students and monthly teacher evaluations." According to him, this strategy not only forms positive habits among students but also strengthens the consistent internalisation of Islamic values. Teachers are involved in the planning and implementation of this activity, including in the preparation of daily activity modules. The implementation of the Islamic education strategy at SD Muhammadiyah Terpadu Sendang Agung shows the importance of structured supervision and active involvement of teachers in every stage of planning. Such involvement creates a sense of responsibility among teachers and gives them ownership of the program, which in turn increases the effectiveness of the implementation of Islamic values-based programs in schools.

An interview with the principal of SD Muhammadiyah Bandar Jaya also revealed that although the Islamic development program is an important part of the educational strategy in their school, its implementation is not fully optimal. The principal stated, "Activities such as congregational prayers, memorising short letters, and strengthening character have been implemented, but the limited number of teachers and coaching staff is the main obstacle." He added that most religious activities are only charged to religious teachers, while general teachers have not been involved much. These challenges show that although schools have tried to implement Islamic values-based programs, the lack of involvement of general teachers in religious activities reduces the effectiveness of the programs. Efforts are needed to involve all teachers, not only religious teachers, in the implementation of Islamic-based character development activities so that these values can be better internalised in all aspects of education.

The results of interviews with several teachers in both schools show that there is a need to strengthen a more systematic and comprehensive implementation strategy. A teacher at SD Muhammadiyah Terpadu Sendang Agung said, "We need special guidance to design learning activities based on Islamic values." On the other hand, a teacher at SD Muhammadiyah Bandar

Jaya said, "We do not have any special guidance or training in this regard. We hope that there will be more intense assistance and coordination from the school." The teachers also believed that the support provided by the school committee significantly influenced the program's continuity. This interview highlights the importance of developing more structured training and clear guidance in integrating Islamic values into each subject. Without sufficient assistance, the implementation of Islamic education strategies can be less consistent. Therefore, the role of the school committee and more intense coordination between teachers and schools are essential to ensure that Islamic education strategies can be implemented more systematically and comprehensively in both schools.

Table 3. Implementation of Islamic Education Strategy in Two Schools

Aspects	Muhammadiyah Integrated Elementary School Sendang Agung	SD Muhammadiyah Bandar Jaya
Islamic Program	Dhuha prayer, morning tadarus, moral building by homeroom teacher	Congregational prayers, memorization of short letters, strengthening character
Teacher Involvement	All teachers are involved in the planning and implementation of Islamic-based daily programs	Dominant religious teachers, general teachers have not been involved much
Constraints & Solution Efforts	There has been teacher coaching and periodic monitoring	Limited human resources, non-routine training, need for assistance and guidance

Conceptually, the implementation of education strategies requires continuity between planning, implementation, and evaluation. Wheelen and Hunger said that strategies will only be effective if they are translated into operational actions that can be measured and evaluated periodically (Latif dkk., 2023). Implementation that is not followed up with systematic evaluation will make the program lose direction and impact. The involvement of all organisational elements in the implementation of the strategy increases its success and internal accountability (Mazhitov dkk., 2024).

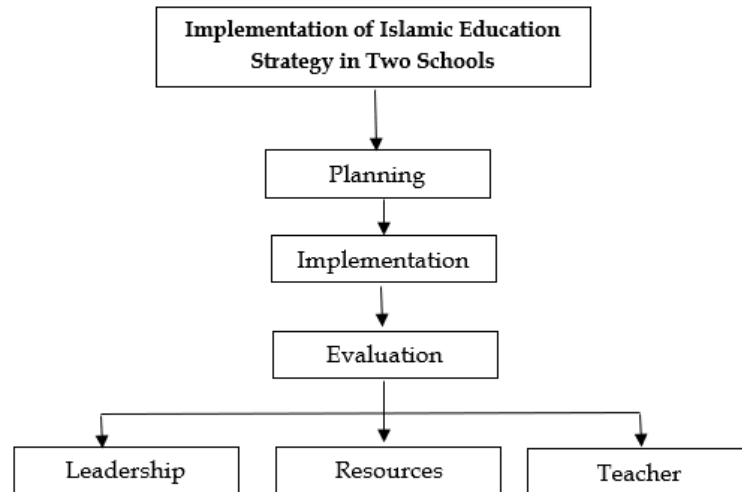
Leadership is one of the key factors in ensuring the successful implementation of Islamic education strategies. According to Fullan (2001), learning leaders must be able to build a shared vision, create a collaborative culture, and provide innovation space for teachers (Xhomara, 2021). SD Muhammadiyah Terpadu Sendang Agung, with its clear program reporting structure and periodic evaluation, exemplifies this. Meanwhile, in schools where leadership is less supportive or inconsistent, strategies are often just a formal document. This shows that the effectiveness of implementation is highly dependent on the style and commitment of the school's leadership.

Resources also greatly determine the success of the implementation of Islamic education strategies. An effective strategy must consider the availability of resources to operate realistically and sustainably (Foss dkk., 2022a). When there is a shortage of teachers, time, and funds, the strategic program will face obstacles or operate only partially. Therefore, resource management needs to be synergised with strategies so that implementation can be maximised. Support from parents, Muhammadiyah organisations, and other stakeholders is complementary in presenting strategies that have a real impact.

Teachers' active involvement in designing and implementing educational strategies based on Islamic values strengthens the effectiveness of the program, as proven. Participation creates a sense of collective responsibility and increases attachment to organisational goals (Rachman dkk., 2024). In successful schools, teachers are not only implementers but also

strategists at the implementation level. Therefore, teacher empowerment and strengthening of a collaborative work culture are important components in the successful implementation of Islamic education strategies. A successful strategy does not just stop at the documents but must live in the school's practices and culture.

Figure 3. Implementation of Islamic Education Strategy in Two Schools



This image illustrates the flow of the implementation of the Islamic education strategy in the two schools, which includes three main stages: planning, implementation, and evaluation. The planning stage includes designing a strategy that involves aspects of leadership, resources, and teachers as the main factors in successful implementation. Implementation is a stage where the planned strategy is carried out by involving all related elements. The evaluation was carried out to assess the extent to which the Islamic education strategy could be implemented properly, as well as to provide feedback for future improvements. Overall, this diagram shows the importance of integrating leadership, resources, and teacher quality in achieving effective Islamic education in schools.

4. Strategic Evaluation and Policy Repositioning of Islamic Schools

An interview with the principal of SD Muhammadiyah Terpadu Sendang Agung revealed that the evaluation of educational strategies is carried out at the end of each semester in a meeting to evaluate school performance, involving teachers, principals, and school committees to assess the success of the programs that have been implemented. The principal stated, "The evaluation was carried out based on activity reports, indicators of target achievement, and input from students' parents." However, he admitted that currently there is no special evaluation instrument to assess the achievement of the strategic vision in the long term. "Existing evaluations tend to focus more on technical and administrative aspects, without considering long-term success in achieving the school's vision," he added. From this interview, it can be concluded that although evaluations are carried out periodically, there are still shortcomings in terms of achieving the long-term strategic vision. More technical and administrative evaluations indicate the need to introduce more holistic evaluation instruments, which not only measure the success of the program but also its impact on the school's vision and mission.

At SD Muhammadiyah Bandar Jaya, the evaluation of educational strategies is carried out periodically but tends to be informal and not well documented. The principal stated, "Evaluations are often only conducted through discussions between teachers and principals without clear and measurable indicators," while some teachers expressed concern that their input had not been fully accommodated in the new policy. The principal added, "The obstacles in the preparation of evaluation instruments stem from the limited understanding of strategic evaluation and lack of managerial training." Therefore, school policy repositioning is more reactive than based on systematic and measurable evaluation data. Although evaluations are

conducted periodically, the lack of a clear structure and adequate documentation reduces the effectiveness of evaluations. Informal evaluation and lack of understanding of strategic evaluation are obstacles in the formulation of data-based and measurable policies, so managerial training and the preparation of more formal evaluation instruments are needed to increase policy effectiveness.

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A similar thing was found in an interview with a member of the school committee at SD Muhammadiyah Bandar Jaya. They stated, "Our involvement in the evaluation of educational strategies is still very limited, and we are only involved when there is a need related to financial and administrative aspects." The school committee hopes that they can be more deeply involved in the process of assessing and determining the direction of education policy, not just related to funding issues. They emphasized, "We hope that there will be a more transparent and structured evaluation system, with clear indicators, so that evaluation results can be more targeted and useful in more effective policy formulation." These interviews indicate a common view between the two school committees, namely their lack of involvement in strategic evaluations. They hope that the evaluation process will be more open and involve them in determining education policies. The need for a more structured and transparent evaluation system is essential to ensure that policies are based on clear and accurate data and involve various relevant parties.

Table 4. Strategic Evaluation and Policy Repositioning of Islamic Schools

Evaluation Aspects	Muhammadiyah Integrated Elementary School Sendang Agung	SD Muhammadiyah Bandar Jaya
Evaluation Implementer	Teachers, principals, school committees	Teachers and principals, not involving committees
Evaluation Forms & Instruments	Structured but not yet assessing the long-term vision; No special instruments yet	Informal, undocumented, does not yet have measurable indicators
The Role of the School Committee	Engage in administrative evaluations; not yet involved in the revision of the strategy	Limited to budgetary matters; Hope to be involved in policy direction

Conceptually, strategic evaluation is an integral part of the strategic management cycle that determines the success of policy implementation. Good evaluation must be based on clear, measurable, and structured indicators in accordance with the organization's strategic goals. An evaluation that is only administrative will not be able to assess the extent to which the strategic

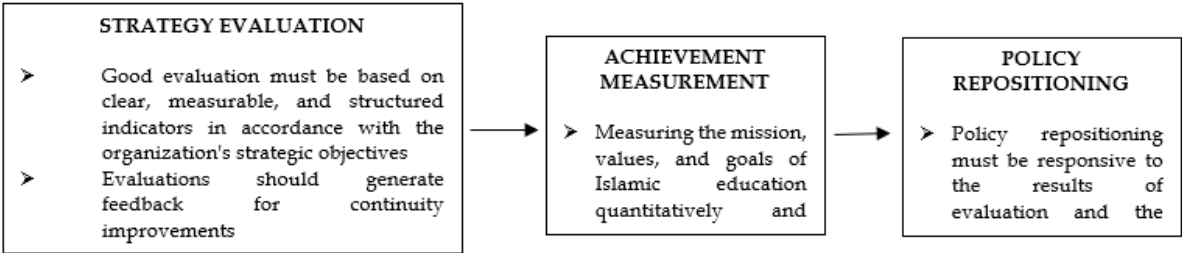
vision has been achieved. Evaluations should generate feedback for continuous improvement and support a more effective policy repositioning (Giamos dkk., 2024).

The absence of systematic evaluation instruments can lead to bias in strategic decision-making. Mintzberg posits that the most effective strategies are adaptive, grounded in collective knowledge from a bottom-up perspective, and necessitate ongoing data evaluation to stay relevant in the dynamic landscape of change (Foss dkk., 2022b). Therefore, schools need to develop evaluation tools that are able to measure the achievement of the mission, values, and goals of Islamic education quantitatively and qualitatively. Policy repositioning should not only respond to problems but also anticipate changing student needs and social contexts.

The involvement of committees and teachers in strategic evaluations reflects the importance of a participatory approach in Islamic school management. According to Bryson, stakeholder engagement actively increases the legitimacy of decisions and broadens perspectives in evaluating outcomes (Eko Putra Sri Sentanu & Happy Yustiari, 2024). This is in line with the principle of shura in Islam, where important decisions should be taken through deliberation. Building a participatory evaluation system can create a culture of sustainable reflective reflection in the school environment.

Policy repositioning in Islamic schools must be carried out dynamically and responsively to the results of a comprehensive evaluation. A learning organization is one that continuously evaluates and updates itself based on data and reflection (Bogolyubov, 2020). In this context, evaluation is not just a performance report but a strategic process to improve and refine policy direction. Therefore, strengthening evaluative capacity is essential so that Islamic education in schools is able to maintain its relevance, effectiveness, and excellence in the future.

Figure 4. Strategic Evaluation and Policy Repositioning of Islamic Schools



This figure describes the flow of the Strategic Evaluation and Policy Repositioning of Islamic Schools, starting with a clear and measurable evaluation to provide feedback on improvements. Furthermore, measurements are carried out to find out the extent to which educational goals are achieved, both quantitatively and qualitatively. The results of this evaluation are used to reposition policies to be responsive to the needs and changes of students so that the policies implemented remain relevant and effective.

CONCLUSION

This study shows that planning Islamic education in schools, like at SD Muhammadiyah Terpadu Sendang Agung and SD Muhammadiyah Bandar Jaya, is very important for guiding and maintaining educational programs that are based on Islamic values. Through the formulation of a zthe implementation of adaptive strategies, and evaluations that, although still needing to be strengthened, have shown serious efforts by the two schools in making Islamic education more structured and effective. These findings are scientifically relevant because they enrich the literature on strategy-based Islamic education management and demonstrate the importance of integrating spiritual values in institutional practice. Thus, this research contributes to providing an in-depth understanding of strategic practices in Islamic schools and can be a reference for similar institutions to improve the quality of governance and the direction of their educational policies.

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