



ANALYSIS OF ISLAMIC EDUCATION POLICY AND PROBLEMS

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Abstract:

Education is a key pillar in human resource development in Indonesia. However, the quality of education still faces various challenges, such as unequal access and low teaching quality. This study aims to analyze the education policies implemented by the government to improve the quality of education in Indonesia. Using a qualitative approach, the policy analysis was conducted to identify factors influencing the effectiveness of the policies and their impact on society. The analysis shows that despite the existence of programs such as compulsory education and teacher competency improvement, the gap between formulated policies and their implementation remains a major problem. Therefore, a more inclusive and participatory approach to education policy formulation is needed to ensure that each policy adopted addresses local needs and improves the overall quality of education. Islamic education in Indonesia faces a number of complex and diverse problems. This article uses a qualitative research approach to gain a deeper understanding of these issues. Through literature review, stakeholder interviews, and participant observation in Islamic education settings, this study uncovers key challenges, including the quality gap between formal and non-formal Islamic education, the lack of harmonization between Islamic education and the national education system, the need to improve the competency of educators, and the challenges of technology and globalization.

Keywords: *Islamic Education, Policy Analysis, Problems.*

INTRODUCTION

Educational policy in Islamic educational institutions is a series of guidelines and regulations aimed at realizing a quality education system while upholding Islamic values. This policy encompasses various aspects, such as an Islamic-based curriculum, teaching methods, management of teaching staff, and improving the quality of educational facilities and infrastructure. Islamic education policy is expected to produce students who not only possess academic abilities but also possess strong faith and morals (Khoiroh et al., 2025). However, Islamic education in Indonesia faces a number of complex and diverse problems. As the country with the largest Muslim population in the world, Indonesia has a significant responsibility to ensure the provision of quality Islamic education for the younger generation (Fauzi et al., 2025). However, several challenges must be overcome to meet this expectation.

These challenges include limited competent human resources, lack of support from stakeholders, and limited funding and facilities. Furthermore, changes in national policies and rapid technological developments also put

pressure on Islamic educational institutions to continuously adapt. If these challenges are not addressed effectively, the objectives of Islamic education policy will not be optimally achieved. This study aims to analyze educational policy in Islamic educational institutions and identify challenges that arise in its implementation (Rofiki & Badriyati, 2025). Thus, this research is expected to provide recommendations for improving the effectiveness of Islamic education policies in addressing the dynamics of modern developments.

One of the main problems in Islamic education in Indonesia is the quality gap between formal and non-formal Islamic education. Although formal Islamic education, such as madrasahs, has existed for a long time, many schools still lack adequate resources, including infrastructure, qualified teaching staff, and relevant curricula. On the other hand, non-formal Islamic education, such as Islamic boarding schools (pesantren), often faces limited access and funding sustainability. Furthermore, another problem facing Islamic education in Indonesia is the lack of harmonization between Islamic education and the national education system. Although Islamic education is an integral part of the national education system, there is an imbalance between the Islamic education curriculum and the national curriculum. This results in students receiving Islamic education tending to be isolated from other students in terms of developing skills, cross-cultural understanding, and effective communication skills.

The purpose of this article, "Policy Analysis and Problems of Islamic Education," is to examine Islamic education policies in depth, identify various problems encountered in their implementation, and generate solutions and better policy alternatives to achieve the goals of Islamic education. This article aims to improve the quality of Islamic education to produce graduates who are faithful, have noble character, and are highly competitive.

Problem-solving in Islamic education policy analysis is the process of analyzing existing policies to identify shortcomings and provide targeted solutions. The goal is to formulate policies that can improve the quality of Islamic education and produce a generation of faithful, have noble character, and contribute positively to society. Problem-solving involves philosophical, legal, sociological, and political analysis to identify issues such as low quality and irrelevant curricula. The ultimate goal is to improve the education system as a whole.

In this article, the author will explore the problems of Islamic education in Indonesia in more depth, covering these challenges and the various efforts that have been made to address them. With a better understanding of these issues, it is hoped that effective strategic steps can be created to improve Islamic education in Indonesia and prepare a young generation of quality and noble character.

RESEARCH METHODS

Islamic education is part of public activities and needs, so the approach taken is also public. Public approaches can be academic, political, economic, socio-cultural, security, or even regional biographies. The primary approach often used to analyze Islamic education is the religious and social approach. This approach is part of the habits of people who understand religious knowledge, political science, sociology, psychology, economics, philosophy, and culture.

The scope of Islamic Education Policy analysis includes: quality. This

quality of education is influenced by several other closely related elements, such as facilities and infrastructure, parenting and teaching patterns, also known as learning management, finances and environmental comfort, and continuous coordination. These five elements are crucial to the preparation of Islamic education policy because they are closely related to the purpose of human life, namely to serve Allah, the Almighty Creator. Therefore, a person is directed to become an individual who continually renews their faith.

The scope of Islamic education policy encompasses the fields and aspects that are the primary focus in the process of formulating and implementing policies based on Islamic values in education. This scope is not limited to curriculum development or technical arrangements for teaching, but rather encompasses all interrelated educational systems and elements that form a unified whole. Islamic education policy must aim to create an educational system capable of shaping a complete human being (*insan kamil*), a person whose spiritual, intellectual, and physical potential are in balance, as desired by Islamic teachings.

Education Policy Analysis is a process or pathway undertaken to obtain information about education. The data obtained will then be used as part of the formulation of education policies to address various problems. Policy analysis not only analyzes education data or information but also discusses all aspects related to policy, including creating a problem framework, analyzing it, searching for and gathering sources, finding solutions, and communicating the results to decision-makers. The development of policy alternatives in the policy analysis process involves various stages, thus requiring considerable time.

Policy analysis is a form of problem assessment by comparing its advantages and disadvantages from various perspectives, both for the short and long term. This form of analysis generates and presents information in such a way (conducted with maximum assessment) that it can illustrate the basis for a policy to be implemented for a specific purpose. Policy makers can use various reasoning, including intuition and expressing opinions about specific alternatives. Islamic education policy analysis involves research activities aimed at explaining or providing insights into issues or problems, including comprehensively evaluating a program.

In the Big Indonesian Dictionary, a problematics is something that still presents a problem or issue that has not yet been resolved. This means something that is unfinished and requires resolution, often representing a gap between expectations and reality. According to Greeno, a problem is defined as a situation where there is a gap or inconsistency between cognitive representations. Meanwhile, according to Syukir, a problem is defined as a gap between expectations and reality that is expected to be resolved or necessary.

In general, Islamic education is a holistic human development process based on the teachings of the Qur'an and Hadith. Its goal is not only to cultivate intelligence, but also to purify the soul and strengthen faith. Islamic education is a process aimed at developing a holistic Islamic personality based on Islamic values in the physical, intellectual, and spiritual aspects.

This research is a qualitative one aimed at gathering information regarding the formulation of educational policies by relying on various relevant books and sources. This study uses a historical approach with a library research method, collecting data through a review of books, journals, articles, and papers directly related to the research topic. This approach was chosen because it focuses on understanding the formulation of educational policies. This study

uses two types of data: primary and secondary data. The data collection process was carried out through library research, both from physical sources in libraries and online sources accessed through academic platforms. The author then collected the sources and conducted a critical analysis to assess their relevance to the research topic and ensure the validity of the information. Subsequently, the author evaluated the sources obtained to gain a more comprehensive understanding. Following the analysis, the researcher drew conclusions based on the findings obtained from the various sources analyzed. These conclusions aim to provide a broader and deeper understanding of educational policy formulation by considering various perspectives from authoritative sources. So that research can broaden insight and sharpen thinking skills regarding the topics discussed.

RESULTS AND DISCUSSION

Educational Policy Analysis is a process or path taken to obtain information about education. The data obtained will then be used as part of the formulation of educational policies to address various problems. This policy analysis not only plays a role in analyzing educational data or information but also discusses all matters related to policy, for example, from creating a problem framework, analyzing it, searching for and gathering sources, finding solutions, and communicating the results to decision-makers regarding the policy issue. The development of policy alternatives in the policy analysis process is carried out through various stages, thus requiring some time.

Educational policy analysis aims to analyze educational data and information and maintain aspects within the process of designing and implementing a policy. The policy-making process includes analyzing problems, collecting education-related data, determining alternatives, and presenting alternatives to decision-makers in education. The formulation of educational alternatives created through policy analysis does not simply emerge without prior policy analysis. Once the formulation of education policy has been supported by existing authority, and through authoritarian support or authority, the alternative policy can be transformed into education policy.

Education policy is a concept we often hear, speak, and practice, but often don't fully understand. Education has been known since the birth of humans, born of a mother who instinctively protects and teaches her child until he or she matures. In modern or advanced societies, the education process can no longer be limited to the mother, her family, or the surrounding community. Education has become a shared responsibility within society, giving rise to educational institutions called schools or training centers that can operate formally. Carrying out these educational tasks requires specific regulations to achieve the educational goals desired by the stakeholders of these institutions. (H.A.R. Tilaar, 2008: 16-18)

In their role of mobilizing and assisting rural communities, young graduates need to develop their potential to provide good services to the community and boost village economic growth. According to Theodore W. Schultz (H.A.R Tilaar, 1990: 102), among other things, "humankind's future is not foreordained by space, energy, and cropland. It will be determined by the intelligent evolution of humanity." He further argued that investment in efforts to improve the quality of the population will make a significant contribution to economic prospects and the people's welfare.

The implementation of Islamic education is crucial, especially today.

When children are accustomed to, guided, and educated from an early age, it will be much easier for them to develop good character and apply it in their daily lives. This implementation requires students to be equipped with a solid foundation to maintain peace, unity, and national unity, even in their neighborhoods and diverse environments.

The implementation of educational policies involves various aspects, including curriculum development, improving the quality of teaching staff, and enhancing infrastructure. One of the main policies implemented is the Independent Curriculum. The Independent Curriculum is an innovation in education that aims to give schools greater freedom to adjust their curriculum to suit local needs and conditions. The Independent Curriculum is designed to improve student competency in various aspects, including knowledge, skills, and attitudes, while strengthening the integration of Islamic values into the curriculum (Subhkan & Wahyudin, 2024).

Education policy implementation is a complex process and requires attention to various aspects to ensure its success. Thorough planning is a crucial initial step. This planning should include needs analysis, clear goal setting, and strategy development relevant to the local context and student needs.

According to Van Meter and Van Horn (Arif Rohman, 2009: 134), policy implementation is defined as the totality of actions undertaken by individuals/officials or groups in the government or the private sector directed toward achieving predetermined policy objectives. These actions include both short-term efforts to transform decisions into operational terms and ongoing efforts to achieve major and minor changes mandated by policy decisions.

Key Problems Faced in the Implementation of Islamic Education

The education system is an inseparable part of socio-cultural life and society as a supersystem. The development of the education system is meaningless if it is not synchronized with national development. The close relationship between the education sector as a system and the socio-cultural system as a supersystem, of which the education system is a part, creates conditions such that internal problems within the education system become highly complex. This means that internal problems within the education system are always connected to problems outside the education system itself (Cheong, 2008).

For example, the quality of learning outcomes at a school cannot be separated from the socio-cultural and economic conditions of the surrounding community, the background of the students, and many other factors outside the school system that are related to the quality of learning outcomes.

Based on this reality, addressing educational issues is also very complex, involving many components and many parties.

- Essentially, there are two main problems facing education in our country:
- How can all citizens enjoy educational opportunities?
- How can education equip students with solid work skills to enable them to enter the world of society?

Of these two main problems, the first concerns educational equity, and the second concerns the quality, efficiency, and relevance of education (Brecht, H.D. and Ogilby, 2008).

Factors Hindering the Effectiveness of Islamic Education Policy

The development of Islamic education in Indonesia is constantly confronted with complex, multifaceted issues, ranging from conceptual and theoretical to practical operational issues. This is evident in the quantitative and qualitative lag of Islamic education compared to other forms of education, giving it the impression of being "second-class." It is truly ironic that Indonesia, a predominantly Muslim nation, consistently lags behind other religions in terms of education (Rodliyah et al., 2024).

Islamic education is recognized within the education system, which is divided into three components. First, Islamic education as an explicitly recognized institution. Second, Islamic education as a subject, where religious education is recognized as a mandatory subject from elementary school through university. Third, Islamic education as a value, where Islamic values are found within the education system. However, Islamic education is not immune to the problems that arise in this global era. These problems are of two types: internal and external factors. There are two factors contributing to this problem: internal and external factors.

The internal factors are:

a. Power Relations and the Orientation of Islamic Education.

The orientation of education, as envisioned nationally, may be uncertain or blurred in the current era, given the demands of pragmatic lifestyles in Indonesian society. Education tends to be based on pragmatic needs, or the needs of the job market, thus losing the spirit of Islamic education as a foundation for culture, morality, and social movements.

Curriculum Issues:

1. A shift from an emphasis on memorization and recall of Islamic religious texts, as well as mental and spiritual discipline, as influenced by the Middle East, to an understanding of the purpose, meaning, and motivation of Islam to achieve the learning objectives of Islamic education.
 2. A shift from textual, normative, and absolutist thinking to historical, empirical, and contextual thinking in understanding and explaining Islamic teachings and values.
 3. A shift from an emphasis on the products of Islamic religious thought from predecessors to a process or methodology that produces those products.
 4. A shift from a pattern of Islamic education curriculum development that relies solely on experts in selecting and compiling Islamic education curriculum content to a broader involvement of experts, teachers, students, and the community in identifying the goals of Islamic education and ways to achieve them.
- Pendekatan/Metode Pembelajaran.

To this day, many students still prefer to be taught using conservative methods, such as lectures and dictation, because they are simpler and don't challenge their thinking.

a. Professionalism and Quality of Human Resources.

One of the major problems facing education in Indonesia since the New Order era is the inadequate professionalism of teachers and other educational staff. Quantitatively, the number of teachers and other educational staff seems sufficient, but in terms of quality and professionalism, they still fall short of expectations.

b. Education Costs.

National Education System Regulation No. 20 of 2003 concerning the national education system mandates the state allocate a minimum of

20% of the national and regional budgets for each region, but this has not yet been met.

Meanwhile, external factors include:

a. Dichotomy.

A major problem facing Islamic education is the dichotomy in several aspects: between religious knowledge and general knowledge, between revelation and reason, and between revelation and nature. The nature of medieval Islamic science suggests that there was a constant competition between law and theology for the title of crown of all knowledge.

b. To General Knowledge.

The next weakness of Islamic education is the nature of its knowledge, which is still too general and pays little attention to problem-solving.

c. Lack of Spirit of Inquiry.

Another major problem hindering progress in Islamic education is the low enthusiasm for research.

d. Memorization.

The gradual decline in academic standards that has been taking place over centuries is undoubtedly due to the fact that, due to the limited number of books included in the curriculum, the learning time is too short for students to master often difficult-to-understand material on advanced aspects of religious knowledge at a relatively young and immature age. This, in turn, makes learning more about textual study than understanding the subject matter. This creates a drive to learn by rote learning rather than by genuine understanding.

e. Certificate-Oriented.

Current patterns of seeking knowledge have shown a tendency to shift from a knowledge-oriented to a certificate-oriented approach. Seeking knowledge is merely a process to obtain a certificate or diploma, while the spirit and quality of the knowledge take second place (Rembangy, 2010: 28).

Government policies through decentralization and educational autonomy actually provide enormous and broad opportunities for Islamic education in Indonesia to accelerate the quality of its education delivery. Islamic education should respond to these policies with a spirit of progress. However, if this opportunity is not properly utilized, Islamic education will fail to compete with other educational institutions. Therefore, comprehensive improvements are needed, starting with curriculum development, teaching staff, and infrastructure. The success of education in a region should serve as input and lessons for Islamic education to achieve similar success.

Another opinion argues that the problems in Islamic education arise from or are rooted in both internal and external causes. These range from internal management issues to external issues such as politics and economics, adding to the growing list of issues that require action.

Solutions to Islamic Education Problems

Solutions to the Main Problems of Education in Indonesia

1. Solutions to the Problem of Equitable Education

The fundamental requirements for achieving equitable education in Indonesia are funding and a clear and streamlined bureaucracy. The government needs funds to improve school facilities and infrastructure in the regions, finance qualified teachers, develop or create human resources in the

regions, and provide subsidies so that all segments of society can afford education. A clear and streamlined bureaucracy significantly contributes to the smooth distribution of education in every corner of Indonesia (Brecht, H.D., and Ogilby, 2008).

In order to create intelligent and useful generations of the nation, the government is undoubtedly thinking hard about solving the problem of equitable education in Indonesia. To this end, two approaches are being pursued: conventional and innovative.

Conventional approaches include:

- a) Building school buildings such as SD Inpres (Presidential Elementary Schools) and/or classrooms.
- b) Using school buildings for double shifts (alternating morning and afternoon classes).

Innovative methods include:

- a) The pamong system (education by the community, parents, and teachers) or the Impacts system (Instructional Management by parents, community, and teachers). This system was pioneered in Solo and disseminated to several provinces.
- b) Small Elementary Schools in Remote Areas.
- c) Visiting Teacher System.
- d) Open Junior High Schools.
- e) Class Packages A & B.
- f) Distance Learning Similar to the Open University.

2. Solutions to Education Quality Problems

Although each type and level of education has its own specifics, fundamentally, solutions to education quality problems are aimed at improving the quality of educational components and the mobility of these components. These efforts, in turn, are expected to improve the quality of the educational process and student learning experiences, and produce educational outcomes. Efforts to solve education quality problems broadly include physical and soft aspects, personnel, and management. As follows:

- a) More rational selection of raw materials, especially for senior high schools and universities.
- b) Developing the capabilities of educational staff through further study.
- c) Curriculum refinement.
- d) Developing infrastructure that creates a peaceful learning environment.
- e) Improving learning resources such as textbooks and learning media.
- f) Improving management administration, especially regarding budgeting.
- g) Quality control activities.

Solutions to Current Educational Problems in Indonesia

According to (Ahmadi, 1991), several efforts need to be made to address current educational problems, including the following:

- 1. Affective education needs to be improved programmatically; it cannot be implemented incidentally. The process skills approach, whose concept has been widely disseminated, needs to be followed up by distributing its guidebooks to schools. In this regard, the implementation of arts education requires special attention so that it does not become a neglected subject.

2. The implementation of KO and extracurricular activities is carried out diligently, and the results are taken into account in determining final grades or graduation. Therefore, it is necessary to link this with incentives for teachers.
3. The selection of students into groups who will continue their studies at higher education and those who will enter the community is a matter of principle, as not all students are potentially capable of studying at a university. Therefore, a solid plan is needed to address this. For example, the number of vocational high schools at the senior level should be increased, with a variety of types. On the other hand, the establishment of private universities should be limited, and accreditation of private universities should be tightened.

CONCLUSION

The conclusion of this analysis of Islamic education policies and problems is the need to align existing policies with the problems on the ground, such as quality gaps, irrelevant curricula, and limited resources, to produce graduates with noble character and prepared to face global challenges. This requires a comprehensive strategy involving improving the quality of teachers and facilities, harmonizing the curriculum, and synergy between the government and educational institutions.

Educational Policy Analysis is a social science that, in its structured application, aims to understand the principles of educational policy.

This allows policymakers to understand educational problems in greater detail and accurately select the appropriate approach to address them.

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