



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

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 (Rahmi Pertiwi et al., 2023). Islamic education policy is expected to produce students who not only possess academic abilities but also possess good faith and morals. However, Islamic education in Indonesia faces a number of complex and diverse problems (Fanani & Hidayah, 2024). 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. However, several challenges must be overcome to meet this expectation (Lusiana & Saefudin, 2024).

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 (Khoiroh et al., 2025). This study aims to analyze education policies in Islamic educational institutions and identify challenges that arise in their implementation. Thus, this research is expected to provide recommendations for improving the effectiveness of Islamic education policies in facing the dynamics of modern development.

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, whether in terms of infrastructure, qualified teaching staff, or relevant curricula. On the other hand, non-formal Islamic education, such as Islamic boarding schools (pesantren), often faces limitations in access and funding sustainability (Khosi'in et al., 2024). 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 skill development, cross-cultural understanding, and effective communication skills.

The purpose of this article, "Policy Analysis and Problems of Islamic Education," is to examine Islamic education policy in depth, identify various problems encountered in its implementation, and generate better policy solutions and alternatives to achieve the goals of Islamic education. This article aims to improve the quality of Islamic education so that it can 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 that is faithful, has noble character, and contributes positively to society. Problem-solving involves philosophical, legal, sociological, and political analysis to identify problems 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 that is qualified and has noble morals.

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 extends beyond curriculum development or technical instructional arrangements, encompassing all interrelated educational systems and elements that form a unified whole. Islamic education policy must aim to create an educational system capable of developing a complete human being (*insan kamil*), one whose spiritual, intellectual, and physical potential are in balance, as envisioned by Islamic teachings.

RESULTS AND DISCUSSION

Understanding Policy Analysis

Education Policy Analysis is a process or path taken to obtain information about education, where the collected data will be used as part of policy formulation (Ghazali et al., 2022). Education plays a role in solving various problems. Policy analysis not only analyzes data or information about education, but also discusses everything related to policy, for example, from framing the problem, 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.

Policy analysis is a form of problem assessment by comparing its advantages and disadvantages from various aspects, both for the short and long term. This form of analysis produces and presents information in such a way (conducted with maximum assessment) that it can illustrate the basis for a policy that is necessary for a specific purpose. Policy makers can use various reasoning, including intuition and expressing opinions about certain alternatives. Islamic education policy analysis is a research activity to explain or provide views on issues or problems, to comprehensively evaluate a program.

Definition of Problematic

In the Big Indonesian Dictionary, a problematic 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 needed (Ikhlas et al., 2023).

Understanding Islamic Education

In general, Islamic education is a holistic human development process based on the teachings of the Quran and Hadith. Its goal is not only to cultivate intelligence, but also to purify the soul and strengthen faith.

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Islamic education is a process aimed at developing a holistic Islamic personality based on Islamic values in the physical, intellectual, and spiritual aspects (Salsabila et al., 2024).

This research is a qualitative study 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 sources and conducted a critical analysis to assess their suitability to the research topic and ensure the information was valid.

Afterward, 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 aimed to provide a broader and deeper understanding of education policy formulation by considering various perspectives from authoritative sources. Through this research, it is hoped that insight into Islamic education policy in Indonesia can be further developed, while simultaneously sharpening the researcher's thinking on the topic discussed. The focus of the research covers several important aspects, including how Islamic education policy is implemented in Indonesia, the main problems faced in its implementation, factors that hinder the effectiveness of the policy, and solutions that can be offered to address various problems that arise in the world of Islamic education. Thus, this research not only provides theoretical understanding but also makes a practical contribution to efforts to improve the quality and effectiveness of Islamic education policy in the country.

Education Policy

Education 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 education policies to address various problems. This policy analysis not only analyzes education data or information but also discusses all aspects related to the 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 involves various stages, thus requiring some time.

Education policy analysis aims to analyze education data and information and maintain these 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 education alternatives through policy analysis does not emerge spontaneously without prior policy analysis. Once the formulation of education policy has been supported by existing authority, from the support of the Authoritarian or authority, the alternative policy will be able to change 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 humans were born, born of a mother who instinctively protects and teaches her child until he or she matures. In modern or advanced societies, the educational 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 provide formal education. 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.

Policy Implementation

The implementation of Islamic education is crucial, especially in today's world. When children are accustomed to, guided, and educated from a young age, it will be much easier for them to develop good character and apply it in their daily lives. In this context, students must be equipped with a solid foundation to maintain peace, togetherness, 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 provide schools with 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 must include needs analysis, setting clear objectives, and developing strategies 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 the major and minor changes mandated by policy decisions.

Main Problems Faced in the Implementation of Islamic Education

The education system is an inseparable part of socio-cultural life and society as a suprasystem. 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 suprasystem, 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 linked 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 origins 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 problems is also highly complex, involving many components and many parties.

Essentially, the world of education in Indonesia faces two fundamental problems. The first problem relates to how all citizens can enjoy equal opportunities to obtain education. This concerns equal access to education for all levels of society, without exception, both in urban and rural areas. Meanwhile, the second problem relates to how education can equip students with adequate job skills so they are ready to enter society and the real world of work. Thus, these two main problems encompass the aspect of educational equity on the one hand, and the aspects of quality, efficiency, and relevance of education on the other (Brecht & Ogilby, 2008). These two aspects are major challenges that must be addressed so that the national education system can operate fairly, effectively, and in accordance with the needs of society.

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.

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 in this problem: internal factors and external factors.

A. The internal factors are:

1. Power Relations and the Orientation of Islamic Education.

The orientation of education, as envisioned nationally, may be uncertain or blurred in the current context, 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.

2. Curriculum Issues

- 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 in achieving the learning objectives of Islamic education.
 - A shift from textual, normative, and absolutist thinking to historical, empirical, and contextual thinking in understanding and explaining Islamic teachings and values.
 - A shift from an emphasis on the products of Islamic religious thought from predecessors to a process or methodology that produces those products.
 - A shift from a pattern of Islamic education curriculum development that relies solely on experts in selecting and compiling Islamic curriculum content to a broader involvement of experts, teachers, students, and the community in identifying the goals of Islamic education and how to achieve them.
3. Learning Approaches/Methods. To this day, many students still prefer conservative teaching methods, such as lectures and dictation, because they are simpler and don't challenge their thinking.
 4. Professionalism and Quality of Human Resources. One of the major problems facing the Indonesian education sector since the New Order era is the continuing lack of professionalism among teachers and other educational staff. Quantitatively, the number of teachers and other educational staff appears to be sufficient, but in terms of quality and professionalism, they still fall short of expectations.
 5. 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 to each region, but this has not yet been met.

B. Meanwhile, external factors are:

1. Dichotomic.
A major problem facing the world of 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 an ongoing competition between law and theology for the title of crown of all knowledge..
2. To General Knowledge.
The next weakness of the world of Islamic education is that the nature of its knowledge is still too general and pays little attention to problem solving efforts.
3. Lack of Spirit of Inquiry.
Another major problem that is currently hampering progress in the world of Islamic education is the low enthusiasm for conducting research/investigation.
4. Memorization
5. The gradual decline of academic standards over the centuries undoubtedly stems from the fact that, because the number of books included in the curriculum was so small, the time required for learning was too short for students to master the often difficult-to-understand

material on the higher aspects of religious knowledge at a relatively young and immature age. This, in turn, made learning more about textual study than about understanding the subject matter. This led to a drive to learn by rote rather than by actual understanding.

6. Certificate Oriented.

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

Government policies, including decentralization and educational autonomy, provide Islamic education in Indonesia with a significant and expansive opportunity to accelerate the quality of its education delivery. Islamic education should respond to this policy 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 necessary, starting with curriculum development, teaching staff, and infrastructure. The success of education delivery in a particular region should serve as input and lessons for Islamic education to follow in order to achieve similar success.

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

Solutions to Islamic Education Problems

1. Solutions to the Problem of Educational Equity

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).

To create intelligent and useful generations of the nation, the government is undoubtedly working hard to solve the problem of educational equity in Indonesia. To this end, two approaches are being pursued: conventional and innovative.

Conventional methods include:

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

Innovative ways 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 Like the Open University.
2. Solutions to Education Quality Problems

Although each type and level of education has its own unique characteristics, fundamentally, solving educational quality issues is aimed at improving the quality of educational components and their mobility. These efforts, in turn, are expected to enhance the quality of the educational process and student learning experiences, resulting in improved educational outcomes.

Efforts to solve educational 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.
3. Solutions to Current Education Problems in Indonesia

According to (Ahmadi, 1991) several efforts that need to be made to overcome actual educational problems include the following:

- a) Affective education needs to be enhanced in a programmatic manner, not just incidental ones. The process skills approach, whose concept has been widely disseminated, needs to be followed up with the distribution of guidebooks to schools. In this regard, the implementation of arts education requires special attention so that it does not become a sidelined subject.
- b) The implementation of KO and extracurricular activities is carried out with full sincerity, and the results are taken into account in determining final grades or graduation. Therefore, it needs to be linked to the provision of incentives for teachers.
- c) The selection of students into groups who will continue their studies at university and those who will enter the community is a matter of principle because, fundamentally, not all students are potentially capable of studying at a university. Therefore, a solid plan is needed to achieve this. For example, the number of upper-level vocational high schools (SHSs) of various types should be increased. On the other hand, the establishment of private universities should be limited and the 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 challenges 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 fostering synergy between the government and educational institutions. Educational Policy Analysis is a social science that, in its structured application, aims to understand the fundamental principles of educational policy. This allows policymakers to understand educational issues in greater detail and accurately select the appropriate approach to address them.

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