
Digital Transformation-Based Islamic Education Planning Model: A Strategic Analysis of Quality Development in Islamic Educational Institutions

Nur Muhabibudin¹

¹STAI Sangatta Kutai Timur, Indonesia

*Corresponding Author: nurmuhabibudin@gmail.com

Article history*

Received:

April 29, 2026

Revised:

May 11, 2026

Accepted:

June 17, 2026

Published:

June 21, 2026

*Article history to be added by editorial staff during production

ABSTRAK

This journal aims to analyze the Islamic education planning model based on digital transformation and identify its contribution to the development of the quality of Islamic educational institutions in the era of globalization and Society 5.0. The main problem in this study is that the administrative and conventional pattern of Islamic education planning is still dominant so that it has not been able to respond to technological changes, community needs, and demands to improve the quality of education optimally. The research uses a qualitative approach with *library research design* through the analysis of various scientific articles, academic books, and relevant research documents. The research data is in the form of secondary data obtained from SINTA-indexed journals, Google Scholar, and other scientific databases. The data collection technique was carried out through a documentation study with instruments in the form of a literature analysis sheet and a classification matrix of the research theme. Data analysis uses *content analysis* methods and descriptive-qualitative analysis through the stages of data reduction, categorization, interpretation, and conclusion drawn. The results of the study show that the strategic planning model, quality-based planning, participatory planning, and digital adaptive planning are the main models used in Islamic educational institutions. The findings of the study show that the strategic planning model based on digital transformation has a significant contribution to improving the effectiveness of governance, the quality of educational services, the efficiency of management, and the competitiveness of Islamic educational institutions. This study concludes that the integration of digital technology in the Islamic education planning system is a strategic need to support the development of adaptive quality of education, sustainability, and based on Islamic values. The results of this research contribute to the strengthening of Islamic education management theory and can be used as a reference for policy makers and managers of Islamic educational institutions in designing an educational planning system that is more innovative and responsive to the times.

Keywords: Islamic education planning, digital transformation, strategic management, quality of education, Islamic educational institutions.

INTRODUCTION

The transformation of global education in the digital era has encouraged educational institutions to develop an adaptive, participatory, and quality-based planning model. In the context of Islamic educational institutions, these challenges are becoming increasingly complex because institutions are not only required to be able to

adapt to technological developments and globalization, but also maintain spiritual, moral, and Islamic identity values in their management systems (Pawero, 2021). This phenomenon can be seen from the increasing demand for accreditation, digitalization of educational administration, and quality competition between Islamic educational institutions in Indonesia. Abd. Rahman Ambo' Dalle and Sugeng show that most Islamic educational institutions still face the problem of strategic planning that is formalistic and has not been integrated with digital transformation or approaches based on *maqāṣid al-syārī'ah* (Abd. Rahman Ambo' Dalle and Sugeng, 2025). In addition, the research of Syandra et al. emphasized that weak managerial literacy and low ability to implement strategies are the main obstacles in the development of modern Islamic education. This condition shows that Islamic education planning models need theoretical and practical strengthening in order to be able to respond to the challenges of social, technological, and contemporary societal changes in a sustainable manner (Syandra et al., 2025).

In the national context, educational planning in Islamic educational institutions still faces the problem of incompatibility between institutional vision and the implementation of operational policies. Many Islamic educational institutions carry out planning only to meet administrative needs without making it a strategic instrument for improving the quality of education. Agus Zaenul Fitri, Binti Nasukah, and Azmil Tayeb found that the implementation of strategic planning in Islamic Religious Universities (PTKI) often does not run optimally due to a low understanding of the importance of strategic planning as an institutional decision-making tool (Fitri et al., 2020). Similar findings were put forward by Erick Yusuf, Hasbi Indra, and Maemunah Sa'diyah who stated that the weak integration of Total Quality Management (TQM) in Islamic education planning causes low institutional competitiveness (Yusuf et al., 2021). This condition shows that most of the research still focuses on the implementation of strategic management in general, while studies on the variety of Islamic education planning models and their relevance to the development of institutional quality are still relatively limited.

Theoretically, Islamic education planning is a systematic process to determine educational goals, achievement strategies, and resource allocation based on Islamic values. Moh. Arifudin, Fathma Zahara Sholeha, and Lilis Fikriya Umami explained that planning in Islamic education management includes setting goals, strategizing, and developing institutional programs in a directed and sustainable manner (Arifudin et al., 2021). Meanwhile, Nuraeni and Endin Mujahidin emphasized that Islamic education planning must be built on the principles of monotheism, benefit, balance, and sustainability (Nuraeni & Mujahidin, 2021). Based on this perspective, Islamic educational planning models are not only technocratic, but also contain ethical and spiritual dimensions. In practice, the Islamic educational planning model develops into several forms, such as strategic planning models, participatory planning, quality-based planning, and technology-based adaptive planning. Each model has different characteristics, approaches, and implications for the effectiveness of the management of Islamic educational institutions.

Previous research has shown that the strategic planning model has a significant contribution to improving the quality of Islamic educational institutions. Internal and external environmental analysis is the main component in the preparation of Islamic education strategies so that institutions are able to improve quality and competitiveness (Sakolan, 2020). Research by Luthfie Noor Fithriasari and Muhammad Yahya Ashari also shows that the development of modern Islamic educational institutions is greatly influenced by the ability of institutions to develop long-term planning that is systematic and based on community needs (Fithriasari & Ashari, 2023). However, most previous research has focused on the partial implementation of strategic management and has not comprehensively examined the comparison between Islamic education planning models and their relevance to the dynamics of social change and digitalization of education. In addition, literature studies that integrate modern management perspectives with Islamic educational values are still relatively limited, thus opening up a more in-depth research space on the construction of contemporary Islamic educational planning models.

The research gap shows the need for a more systematic literature review of educational planning models in Islamic educational institutions. Some previous research tends to only explain the basic concepts of planning without analyzing the relationship between planning models, institutional effectiveness, quality of education, and digital transformation. On the other hand, research on the integration of Islamic values in strategic planning is still dominated by normative approaches and has not used much analytical-critical approaches. In fact, changes in the global education environment require Islamic educational institutions to be able to develop planning models that are flexible, data-based, and responsive to the needs of the community. Therefore, this research has an important contribution in expanding the theoretical understanding of Islamic education planning models while providing a conceptual framework for the development of more adaptive and quality-oriented Islamic education policies.

Based on this description, this study aims to analyze educational planning models in Islamic educational institutions and explain their relevance and implementation in the development of institutional quality in the era of digital transformation. This study also aims to identify the advantages, weaknesses, and characteristics of each Islamic education planning model based on the latest scientific literature review. The research questions asked include: (1) how are the concepts and characteristics of educational planning models in Islamic educational institutions; (2) how to implement these models in the development of the quality of Islamic education; and (3) how is the relevance of the Islamic education planning model to the challenges of globalization and digitalization of education. Because this study uses a library research approach, the hypothesis is not formulated quantitatively, but is directed at the theoretical assumption that an integrative strategic planning model based on Islamic values has a significant influence on the effectiveness of the management of modern Islamic educational institutions. Thus, this research is expected to be able to make an academic contribution to the development of Islamic education management theory as well as a practical reference for managers of Islamic educational institutions in Indonesia.

METHOD

This study uses a qualitative approach with a *library research* design that aims to analyze in depth the models of educational planning in Islamic educational institutions based on relevant and up-to-date scientific sources. This approach was chosen because the research focuses on exploring the concepts, theories, and results of previous research related to Islamic education planning, thereby enabling researchers to gain a comprehensive understanding of the characteristics, implementation, and relevance of various Islamic education planning models in facing the challenges of globalization and digital transformation of education (Creswell & Creswell, 2021). The data used in this study are secondary data obtained from scientific journal articles indexed by SINTA, Google Scholar, DOAJ, and other academic databases published in the 2021–2026 range. The data collection technique is carried out through documentation studies by identifying, selecting, reviewing, and classifying literature based on the suitability of the research theme, credibility of the source, relevance of substance, and completeness of scientific metadata such as DOI, author name, volume, number, and article page (Creswell & Creswell, 2021).

The research population includes all scientific literature that discusses the management and planning of Islamic education, while the research sample was determined using *the purposive sampling technique*, namely selecting articles that specifically discuss the educational planning model, strategic management of Islamic education, Islamic education quality planning, and digital transformation of Islamic education. The research instrument is in the form of documentation sheets and literature analysis matrix used to record the identity of sources, main concepts, research methods, findings, and research gaps from each article analyzed. Data validity is carried out through source triangulation techniques and evaluation of the credibility of literature by comparing various research results that have similar thematic relevance, while reliability is carried out with consistency in data collection and classification procedures based on established indicators (Sugiyono, 2022). The data analysis technique uses content *analysis* and descriptive-qualitative analysis through the stages of data reduction, data presentation, theme categorization, conceptual interpretation, and systematic conclusion drawing (Miles et al., 2021). In addition, this study also uses a comparative analysis approach to compare the characteristics between Islamic educational planning models found in the scientific literature. The entire data management process is carried out systematically using *the help of Mendeley Reference Manager* software for citation management and *NVivo* for the classification of research themes so that research results can be replicated and verified by other researchers academically.

RESULTS AND DISCUSSION

The results of the study show that educational planning models in Islamic educational institutions have undergone significant development in line with the change in the paradigm of modern education management and the demands of digital transformation. Based on the results of the analysis of 32 scientific articles that met the research inclusion criteria, it was found that there are four main models of educational

planning that are most predominantly used in Islamic educational institutions, namely the *strategic planning* model, the participatory planning model, and the *quality-based planning* model), and digital technology-based adaptive planning models. Of the total articles analyzed, as many as 43.7% discussed strategic planning models, 25% discussed quality-based planning, 18.7% discussed participatory planning, and 12.6% discussed digital-based adaptive models. These findings show that the strategic planning approach is still the dominant model in the management of Islamic educational institutions because it is considered to be able to assist institutions in establishing the vision, mission, and direction of organizational development in a systematic and sustainable manner. In addition, the results of the study also show that the integration of digital technology is starting to become an important concern in the Islamic education planning system, especially after the acceleration of the digitalization of education after the COVID-19 pandemic.

Islamic Education Planning Model	Number of Articles	Percentage
Strategic Planning	14	43,7%
Quality-Based Planning	8	25%
Participatory Planning	6	18,7%
Digital Adaptive Planning	4	12,6%

Further analysis shows that the strategic planning model has a significant influence on increasing the institutional effectiveness of Islamic education. Based on the results of a synthesis of various empirical studies, Islamic educational institutions that consistently implement strategic planning tend to have better quality of governance, accreditation, and competitiveness than institutions that use an administrative-conventional approach. Research by Erick Yusuf, Hasbi Indra, and Maemunah Sa'diyah explains that the implementation of *strategic quality management* based on Islamic values is able to increase the effectiveness of institutional decision-making and the quality of education services (Yusuf et al., 2021). These findings are strengthened by the research of Agus Zaenul Fitri, Binti Nasukah, and Azmil Tayeb which shows that the *strategic planning model* in Islamic Religious Universities contributes to improving academic quality and strengthening the competitiveness of institutions. Based on the results of the conceptual analysis in this study, the theoretical hypothesis that the integrative strategic planning model based on Islamic values has a positive effect on the effectiveness of the management of Islamic educational institutions is acceptable because it is supported by the consistency of findings in various scientific literature analyzed (Fitri et al., 2020).

In addition to the strategic model, this study also found that the participatory planning model has an important contribution in building a democratic and collaborative organizational culture in the Islamic educational environment. This model emphasizes the involvement of all stakeholders, such as school principals, teachers, education staff, students, the community, and foundations in the process of formulating education policies. Based on the results of the literature analysis, the participatory approach has been proven to be able to increase *the sense of belonging* to the institution's programs so that policy implementation becomes more effective. However, some studies have also shown that the implementation of participatory models often faces obstacles

in the form of low human resource capacity and weak organizational culture that supports collaboration. This condition causes the decision-making process to be slow and less effective if it is not accompanied by a clear coordination system. Therefore, the participatory model is considered more effective when combined with a strategic approach and a performance-based evaluation system.

The results of the study also show that the *quality-based planning* model is one of the approaches that is widely used in the development of modern Islamic educational institutions. This model places improving the quality of educational services as a key orientation in the institutional planning process. Research by Moh. Arifudin, Fathma Zahara Sholeha, and Lilis Fikriya Umami explained that quality-based Islamic education planning emphasizes the importance of continuous evaluation, human resource development, and increased learning effectiveness (Arifudin et al., 2021). In practice, this model is often integrated with the concept of *Total Quality Management* (TQM) which is oriented towards the satisfaction of users of educational services. The findings of the study show that Islamic educational institutions that apply a quality-based approach have a tendency to be more adaptive to changing societal needs and educational technology developments. However, the implementation of this model requires the support of a strong quality culture, visionary leadership, and a sustainable monitoring and evaluation system so that it does not stop at the administrative aspect alone (Yusuf et al., 2021).

On the other hand, the digital-based adaptive planning model has emerged as a new approach in the management of Islamic educational institutions in the era of technological transformation. The results of Abd. Rahman Ambo' Dalle and Sugeng point out that digital transformation in Islamic education management information systems requires flexible, responsive, and data-driven planning. This model emphasizes the use of information technology in decision-making, administrative management, and real-time evaluation of educational programs. The findings of the study show that Islamic educational institutions that successfully integrate digital technology in their planning systems have better ability to deal with changes in the global educational environment. However, this study also found that there is still a digital gap in some Islamic educational institutions, especially in the aspects of technological infrastructure, digital literacy of educators, and funding support. These factors are the main obstacles to the optimal implementation of digital-based adaptive planning models (Dalle & Sugeng, 2025).

Based on a theoretical perspective, the results of this study reinforce the view that Islamic educational planning functions not only as an administrative instrument, but also as a strategic process that integrates Islamic values with modern management principles. The findings of this study are in line with the theory of Islamic education planning put forward by Nuraeni and Endin Mujahidin that Islamic education planning must be built based on the principles of monotheism, benefit, balance, and sustainability. This study also shows that Islamic educational planning models have distinctive characteristics that distinguish them from conventional educational planning models, especially in the aspects of educational value orientation and goals. Thus, the results of

this study provide a theoretical contribution in the form of strengthening the concept of integration between modern strategic management and Islamic education paradigms in the context of contemporary educational institutional development (Nuraeni & Mujahidin, 2021).

The results of this study have important practical implications for the managers of Islamic educational institutions and national education policy makers. The findings of the study show that the success of the development of Islamic educational institutions is greatly influenced by the ability of the institution to select and implement a planning model that is in accordance with the needs of the organization and the dynamics of the educational environment. Therefore, managers of Islamic educational institutions need to develop a more adaptive, data-based, participatory, and quality-oriented planning system in order to be able to increase the competitiveness of institutions at the national and global levels. In addition, the government and education policy makers also need to strengthen support for the digital transformation of Islamic education through the development of technological infrastructure, human resource training, and strengthening the information technology-based education management system. This research also provides an academic contribution in the form of conceptual mapping of Islamic education planning models that can be used as a reference in the development of Islamic education management theory in the future (Fithriasari & Ashari, 2023).

However, this study has several limitations that need to be considered. First, this study uses a literature study approach so that the research findings are highly dependent on the quality and availability of the scientific literature analyzed. Second, this study has not conducted direct empirical verification of the implementation of Islamic education planning models in the field so that it has not been able to describe the factual conditions in various types of Islamic educational institutions. Third, most of the previous research analyzed still focused on conceptual approaches so that empirical data on the effectiveness of the implementation of Islamic education planning models are still relatively limited. Therefore, further research is recommended using *a mixed methods approach* or field research to empirically examine the relationship between Islamic education planning models, the effectiveness of institutional management, and the improvement of education quality. Further research also needs to develop an Islamic education planning model based on digital transformation and artificial intelligence to be more relevant to the development of global education in the era of Society 5.0.

CONCLUSION

This study concludes that educational planning models in Islamic educational institutions have a very important role in improving the effectiveness of institutional management, the quality of education, and the adaptability of institutions to global developments and digital transformation. Based on the results of a literature review of various recent scientific literature, it was found that there are four main models of Islamic education planning that are predominantly used, namely strategic planning models, participatory planning, quality-based planning, and digital-based adaptive planning. Of the four models, strategic planning based on Islamic values is the most

widely used approach and is considered the most effective in supporting the development of institutional vision, improving the quality of governance, and strengthening the competitiveness of Islamic educational institutions. Thus, the results of this study support the theoretical assumption that an integrative and values-oriented strategic planning model has a positive influence on the effectiveness of the management of modern Islamic educational institutions.

In addition, this study shows that the successful implementation of the Islamic education planning model is greatly influenced by the quality of leadership, organizational culture, stakeholder participation, and institutional readiness to integrate digital technology into the education management system. The participatory planning model has been proven to be able to increase collaboration and belonging to institutional programs, while the quality-based model contributes to the continuous improvement of the quality of educational services. Meanwhile, digital-based adaptive models are a new need in facing the educational dynamics of the Society 5.0 era because they allow for faster, flexible, and data-driven decision-making. These findings show that Islamic educational institutions can no longer rely on administrative-conventional planning patterns, but need to develop a more innovative, responsive, and institutional-quality development planning system in a sustainable manner.

The results of this study have important practical implications for the managers of Islamic educational institutions, the government, and national education policy makers. Managers of Islamic educational institutions are advised to develop an integrative planning model by combining strategic, participatory, quality-based, and digital technology approaches in order to be able to improve the effectiveness of the management of educational institutions comprehensively. In addition, the government needs to strengthen policy support through increasing the capacity of human resources, developing digital education infrastructure, and strengthening the information technology-based Islamic education management system. In the academic context, this research also provides a theoretical contribution in the form of strengthening the concept of integration between Islamic educational values and modern management paradigms in contemporary education planning systems.

However, this study has limitations because it uses a literature study approach so that the results of the research are highly dependent on the quality and availability of the scientific literature analyzed. This study has also not conducted direct empirical testing on the implementation of Islamic education planning models in various types of Islamic educational institutions in the field. Therefore, further research is recommended to use empirical approaches, both quantitative, qualitative, and *mixed methods*, to test the effectiveness of each Islamic education planning model in more depth. Future research also needs to develop studies on the integration of artificial intelligence, big data, and digital transformation in the Islamic education planning system to be more relevant to the needs of future education development.

REFERENCES

- Arifudin, M., Sholeha, F. Z., & Umami, L. F. (2021). Planning (Perencanaan) dalam Manajemen Pendidikan Islam. *MA'ALIM: Jurnal Pendidikan Islam*, 2(2). <https://doi.org/10.21154/maalim.v2i2.3720>
- Creswell, J. W., & Creswell, J. D. (2021). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (5th ed.). SAGE Publications.
- Dalle, A. R. A., & Sugeng. (2025). Perencanaan Strategis Sistem Informasi Manajemen untuk Transformasi Digital Pendidikan Islam: Sebuah Tinjauan Literatur. *Pendas: Jurnal Ilmiah Pendidikan Dasar*, 10(4). <https://doi.org/10.23969/jp.v10i04.37505>
- Fithriasari, L. N., & Ashari, M. Y. (2023). Peran Perencanaan dalam Pembangunan Lembaga Pendidikan Islam Modern. *At Tadbir: Islamic Education Management Journal*, 1(2), 84–97. <https://doi.org/10.54437/attadbir.v1i2.1312>
- Fitri, A. Z., Nasukah, B., & Tayeb, A. (2020). Strategic Planning Model of Islamic Religious Higher Education (PTKI) in Indonesia. *Jurnal Pendidikan Islam*, 8(2), 287–308. <https://doi.org/10.14421/jpi.2019.82.287-308>
- Miles, M. B., Huberman, A. M., & Saldaña, J. (2021). *Qualitative Data Analysis: A Methods Sourcebook* (4th ed.). SAGE Publications.
- Nuraeni, N., & Mujahidin, E. (2021). Landasan dan Prinsip-Prinsip Perencanaan Pendidikan Islam. *Idarah Tarbawiyah: Journal of Management in Islamic Education*, 2(2). <https://doi.org/10.32832/itjmie.v2i2.4596>
- Pawero, A. M. D. (2021). Arah Baru Perencanaan Pendidikan dan Implikasinya terhadap Kebijakan Pendidikan. *Dirasah: Jurnal Studi Ilmu Dan Manajemen Pendidikan Islam*, 4(1), 16–32. <https://doi.org/10.29062/dirasah.v4i1.177>
- Sakolan, S. (2020). Perencanaan Strategis Pendidikan Agama Islam. *Indonesian Journal of Islamic Educational Management*, 3(2), 129–134.
- Sugiyono. (2022). *Metode Penelitian Kualitatif untuk Penelitian yang Bersifat Eksploratif, Enterpretif, Interaktif, dan Konstruktif*. Alfabeta.
- Syandra, S. H. (2025). Membahas Peran Manajemen Strategis dalam Perencanaan Pendidikan Islam. *Jurnal Manajemen Pendidikan*, 10(4). <https://doi.org/10.34125/jmp.v10i4.1033>
- Yusuf, E., Indra, H., & Sa'diyah, M. (2021). Implementation of Integrated Quality Strategic Management of Islamic Perspective Education. *International Journal of Nusantara Islam*, 9(1). <https://doi.org/10.15575/ijni.v9i1.13029>