

CHALLENGES AND OPPORTUNITIES FOR THE FORMULATION OF MADRASAH EDUCATION DEVELOPMENT PLANNING MANAGEMENT STRATEGIES

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Abstract

The purpose of this research is to analyze the practice of formulating planning management strategies, identify the challenges faced, and examine opportunities that can be utilized in the development of madrasah education. This study uses a type of field research with a multi-site qualitative approach. Data were obtained through in-depth interviews, observations, and documentation studies. Data sources include madrasah heads, deputy madrasah heads, teachers, education staff, and foundation managers. The research locations were conducted at MTs Al Ikhlas Tanjung Bintang, MTs Negeri 1 South Lampung, and MTs Muhammadiyah Natar. Data collection techniques include interviews, observations, and documentation, while data analysis is carried out through data reduction, data presentation, and the drawing of conclusions. The results of the study show that the formulation of planning management strategies in madrasas has been carried out through formal planning documents, such as RKJM and RKT; however, the practice is contextual in accordance with the institutional character. The main challenges include limited human resources, inadequate infrastructure and technology, insufficient funding, internal coordination issues, and weak planning and evaluation. Meanwhile, opportunities to strengthen planning arise from the development of collaborative practices, stakeholder involvement, technology utilization, innovation, and continuous evaluation, as well as the exchange of good practices between madrasas. This study concludes that the management strategy for developing madrasah education needs to be developed in an adaptive, collaborative, and institutionally context-based manner to improve the quality of education sustainably.

Keywords

Madrasah; Planning Management; Opportunities; Strategy; Challenge.



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INTRODUCTION

Madrasah education, as an integral part of Indonesia's national education system, faces increasingly complex managerial dynamics since the era of decentralization and the transition to the digital era. Madrasah not only functions as a religious education institution but also plays a strategic role in shaping the character, competence, and readiness of students to adapt to social changes and global demands (Asmuri et al., 2025; Hakim et al., 2024). In this context, educational planning is a key element that determines the direction of madrasah development. Madrasah heads, together with stakeholders, are required to formulate planning strategies that are responsive to changes in education policies, technological developments, and community needs. However, the process is often faced with limited resources, regulatory dynamics, and demands for continuous improvement of the quality of education, thus demanding adaptive and innovative managerial capacity.

The phenomenon reveals an imbalance between public expectations of the quality of madrasah education services and the managerial capacity of institutions in planning and implementing educational strategies effectively (antaranews.com, 2025). Resistance to change, limited digital literacy, and weak integration of technology in education planning and management remain significant problems in many madrasas. This condition has an impact on the lack of optimal strategic planning, affecting both the curriculum, governance, and human resource development. Previous research has revealed that the main challenges in Islamic education management include the effective use of technology, strengthening human resource capacity, curriculum relevance, and the application of good governance principles, all of which directly affect the quality of madrasah strategic planning (Abnisa & Azis, 2025).

The governance of education management at MTs Al Ikhlas Tanjung Bintang, MTs Negeri 1 South Lampung, and MTs Muhammadiyah Natar, in general, has been implemented through a structured planning, implementation, and evaluation mechanism, albeit with different characters. MT Negeri 1 South Lampung exhibits relatively more systematic and bureaucratic governance, characterized by the ownership of RKJM, RKT, RAPBM, and Madrasah Self-Evaluation (EDM) documents, which are prepared in accordance with the regulations of the Ministry of Religion. On the other hand, MT Al Ikhlas Tanjung Bintang, as a private madrasah, manages education by emphasizing the continuity of the foundation's vision, so that its management governance is not only administrative but also ideological-Islamic. Meanwhile, MT Muhammadiyah Natar implements governance that combines regulatory compliance with Muhammadiyah organizational

values, with a strong role for the foundation in strategic decision-making. Interviews, observations, and documentation data indicate that the head of the madrasah is a key actor in coordinating the entire management process. At the same time, teachers provide technical input for learning within the limits of their authority, as defined by the organizational structure (Barton & Dexter, 2020; Chión et al., 2020).

The flow of educational development in the three madrassas is based on the Madrasah Work Plan (RKM), which is prepared periodically through a working meeting forum. This process typically begins with an evaluation of the previous year's program, which involves analyzing academic data, activity reports, and reflections on the program's implementation. At MTs Negeri 1 South Lampung, educational development is based on the results of the Madrasah Self-Evaluation and student learning outcome data, which are then translated into data-driven RKJM and RKT program priorities. At MTs Muhammadiyah Natar, the flow of educational development follows the RKM, which is prepared through internal deliberation at the madrasah and then coordinated and approved by the foundation, ensuring that the designed program aligns with organizational policies and budget capabilities. As for MTs Al Ikhlas Tanjung Bintang, the RKM is prepared based on the evaluation of previous programs and practical experience of leaders, with the involvement of teachers as inputs.

These findings show that although the structure of the development flow is relatively similar, the depth of analysis and the basis of decision-making in RKM differ according to the institutional context of each madrasah. Several previous studies have emphasized the significance of managerial strategies in madrasah education planning. A study on the implementation of Islamic education planning strategies in Padang Panjang shows that a participatory, collaborative, and adaptive approach to technology can help madrassas develop more inclusive and contextual planning with the needs of the modern era (Fawait et al., 2024; Kurniawan, 2025; Shofiyah et al., 2023; Zahiri & Sahal, 2025), especially in character strengthening, 21st-century literacy, and empowerment of madrasah human resources (Sari, 2025). These findings confirm that planning strategies cannot be separated from the involvement of internal actors and the ability of madrasas to respond to changes in the external environment.

Other research also links the implementation of strategic management with increasing teacher professionalism and the formation of an adaptive organizational culture. (Sakarina et al., 2022) Showed that the implementation of the Madrasa-Based Management Strategy at Madrasah

Ibtidaiyah Negeri 1 Sambas was able to encourage the transformation of learning culture through online training, needs-based planning, and strategies relevant to the digital and local context. In addition, the study on strategic Islamic management emphasizes that managerial strategies in Islamic educational institutions need to go beyond conventional approaches by prioritizing the principles of collaboration, sustainability, and Islamic values as the main foundation of planning (Fanani et al., 2024).

However, these studies are generally still partial and have not comprehensively examined the challenges and opportunities of managerial strategies in madrasah education planning from the perspective of various stakeholders holistically. Many studies focus on specific aspects, such as curriculum, digitalization, or human resource development, without integrating all managerial dimensions into a single institutional strategic planning analysis framework. In addition, the inequality in the quality of planning among madrasas, due to differences in access to resources, technological infrastructure, and policy support, has not been studied in depth, despite these conditions significantly affecting the ability of madrasas to respond to contemporary challenges (Khairiah & Ismail, 2023).

Based on these conditions, this study aims to analyze the challenges and opportunities in formulating management strategies for madrasah education development planning through a qualitative approach. Specifically, the research explores strategic planning practices, obstacles encountered, and opportunities that madrasas can leverage to enhance the quality of contextual and sustainable planning. The results of this study are expected to contribute theoretically to the development of Islamic education management studies, as well as to provide practical recommendations for madrasah heads, policymakers, and education practitioners in strengthening madrasah strategic planning amid the challenges of globalization and digitalization.

METHOD

This research employs a multi-site, qualitative approach with a field research design. The qualitative approach is used to explore in depth the practices, dynamics, and perceptions of stakeholders related to the formulation of management strategies for the development of madrasah education planning. This approach was chosen because it can explain complex, contextual phenomena that are influenced by policy changes, digitalization, and human resource development in the madrasah environment. Qualitative descriptive design is employed to provide a systematic

and in-depth understanding of the challenges, opportunities, and educational planning strategies implemented at the madrasah institutional level (El Widdah, 2022).

The data sources in this study comprise both primary and secondary data. Primary data was obtained through in-depth interviews with madrasah heads, deputy madrasah heads, teachers, education staff, and foundation managers who are directly involved in the educational planning process. Secondary data were obtained from formal planning documents, including the Medium-Term Work Plan (RKJM), Annual Work Plan (RKT), madrasah policy documents, and internal evaluation reports. The research was carried out at MTs Al Ikhlas Tanjung Bintang, MTs Negeri 1 South Lampung, and MTs Muhammadiyah Natar. The selection of locations and informants is carried out *purposively*, considering variations in institutional characteristics, resources, and strategic planning experience. It is developed using *snowball sampling* techniques to obtain informants who have relevant experience in madrasah managerial practices (Kennedy-Shaffer et al., 2021).

Data collection was conducted through in-depth interviews, direct observation from the program planning and implementation process, and documentation studies from March to May 2025. The use of various data collection techniques aims to obtain a holistic and complementary picture of madrasah education planning management strategies, as commonly used in Islamic education research (Chali et al., 2022). Data analysis is carried out thematically, inductively, through the stages of data reduction, data presentation, and concluding. To maintain the validity of the data, this study employs triangulation of sources and techniques, as well as member checks with the informants, to ensure the suitability of the researcher's interpretation with the participants' experiences and views (Abidin, 2023).

FINDINGS AND DISCUSSION

Findings

Practice of Formulation of Management Strategies for Madrasah Education Development Planning

Based on the results of in-depth interviews, field observations, and documentation studies at MTs Al Ikhlas Tanjung Bintang, MTs Negeri 1 South Lampung, and MTs Muhammadiyah Natar, this study found that the practice of formulating educational development planning management strategies in the three madrasas has been carried out through a relatively structured mechanism with the support of formal planning documents. All madrasas have a Medium-Term Work Plan

(RKJM), an Annual Work Plan (RKT), and budget documents that serve as a reference for educational development. The planning document not only serves as a tool for administrative completeness, but is also understood as a guideline for policy direction and control of madrasah programs.

However, the meaning and function of planning documents show differences between madrasas. At MTs Negeri 1 South Lampung, planning documents are viewed as bureaucratic instruments that ensure order, accountability, and compliance with the regulations of the Ministry of Education, Culture, and Religion. The planning process is carried out systematically and based on data, with reference to the madrasah self-evaluation, student academic reports, and teacher performance. Meanwhile, at MTs Al Ikhlas Tanjung Bintang, planning is more interpreted as a means of maintaining the continuity of the foundation's vision and Islamic values. The planning process still relies heavily on the practical experience of leaders and organizational habits, with relatively limited utilization of data. As for MTs Muhammadiyah Natar, the planning practice shows a combination of administrative and ideological approaches, with planning documents serving as a bridge between the demands of formal regulations and the values of Muhammadiyah.

In terms of process, the three madrasas prepare strategic plans through annual work meetings involving leaders and teachers. The meeting began with an evaluation of the previous year's program, although the depth of the evaluation varied. MTs Negeri 1 South Lampung has led to data-based planning and formal evaluation, while MTs Al Ikhlas Tanjung Bintang still relies on the intuition and experience of its leaders. MT Muhammadiyah Natar is positioned between Ikhlas Muhamma, combining academic data and teacher experience input. These findings suggest that although the planning mechanisms are relatively similar, the basis for decision-making and the depth of the needs analysis show significant differences.

This study also found that madrasah heads play a highly dominant role in formulating planning strategies in the three madrasas. The madrasah head functions as a vision setter, coordinator of inputs and outputs, and the final decision-maker. Teacher involvement is generally consultative, namely a conduit for conveying learning needs and field conditions. In private madrasas, the role of the founder is a significant determining factor in strategic decision-making. Overall, decision-making patterns tend to be on the collaborative-limited to semi-centralistic spectrum, where deliberation is used to capture aspirations and build legitimacy. At the same time, the final decision remains with the leadership and foundation authorities (in private madrasas).

To facilitate understanding and comparison between research locations, a summary of the findings of interviews, observations, and documentation regarding the practice of formulating management strategies for madrasah education development planning is presented in the following table.

Table 1. Practice of Formulating Madrasah Planning Strategies

No	Aspects Studied	MTs Al Ikhlas Tanjung Bintang	MTs Negeri 1 South Lampung	MTs Muhammadiyah Natar
1	Planning documents	RKJM, RKT, and budget documents are prepared internally; the function is to maintain the vision and Islamic values of the foundation	RKJM, RKT, RAPBM, and EDM refer to the regulations of the Ministry of Religion; they serve as an instrument of accountability	RKJM, RKT, and budget refer to Muhammadiyah's regulations and policies
2	Drafting process	Annual meetings, Program evaluation, and leadership experience	Periodic work meetings; Based on self-evaluation and academic data	Internal meetings and coordination of the foundation; A combination of data and experience
3	Role of the actor	The head of the madrasah is dominant; teachers who provide input; Powerful Influential Foundations	The head of the madrasah who makes the final decision; teachers are structurally involved; Without a Foundation	Head of liaison madrasah; teachers actively provide input; Strategic Policy Determination Foundation
4	Decision pattern	Semi-centralistic	Collaborative-limited	Collaborative-limited to semi-centralistic

Source: Data processed by researchers, 2025

Table 1 shows that the three madrasas share similarities in the existence of planning documents and their preparation mechanisms, as evidenced by the conduct of work meetings. The main differences lie in the depth of needs analysis, the basis for decision-making, and the roles of key actors. State madrasas tend to implement data-driven planning based on regulations, whereas private madrasas place greater emphasis on the vision and values of the institutions' founders. Thus, the practice of formulating management strategies for the development of madrasah education is contextual and influenced by institutional status, organizational culture, and leadership dynamics.

Challenges in Formulating Management Strategies for Madrasah Education Development Planning

Based on the results of interviews, observations, and documentation studies at MTs Al Ikhlas Tanjung Bintang, MTs Negeri 1 South Lampung, and MTs Muhammadiyah Natar, this study found that the challenges in formulating management strategies for educational development planning are

mainly derived from internal madrasah factors. These challenges include limited human infrastructure, as well as technological funding and financial, al management, internal coordination, and limited planning and evaluation. These five challenges do not stand alone, but are interrelated and form a chain that affects the quality of planning strategy formulation.

In the aspect of human resources, obstacles arise in the form of limited planning competencies, dual workloads, and capacity inequality between teachers and managers. At MTs Negeri 1 South Lampung, planning is ideally data-driven, but not all teams are accustomed to processing data into programs. The high workload of teachers also limits the number of personnel actively involved in planning and implementation. At MTs Al Ikhlas Tanjung Bintang, planning is often done by a small core of leaders due to the limited time of teachers. At MTs Muhammadiyah Natar, the human resource constraint appears to be that some teachers are not used to developing programs based on measurable indicators and targets. This condition has a direct effect on the accuracy of priorities and consistency of strategy.

The next challenge is related to infrastructure and technology. Limited facilities and access to technology at MTs Al Ikhlas Tanjung Bintang and MTs Muhammadiyah Natar limit the choice of programs that can be planned, especially digital-based programs. At MTs Negeri 1 South Lampung, the obstacle lies more in the equitable distribution of technology utilization and maintenance capabilities. As a result, from the planning stage, madrasas tend to choose realistic programs according to local conditions, rather than ideal programs based on long-term needs.

Funding and financial management are also significant challenges, particularly in private madrasas, such as MTs Al Ikhlas Tanjung Bintang, where financial resources are limited. In state madrasas in Lampung, the obstacles are more closely related to procedures and regulations that restrict the flexibility of the management system. In addition, challenges in coordination and internal communication arise from uneven information distribution, the large number of work units, and the existence of dual coordination channels between madrasas and their foundations. The last challenge is the limitation of planning evaluation, both in terms of instruments, documentation, and consistency of follow-up, which prevents the planning cycle from being fully based on organizational learning. To facilitate understanding and comparison between research sites, a summary of the findings of the challenges of formulating education development planning management strategies is presented in the following table.

Table 2. Challenges in Formulating Madrasah Planning Strategies

No	Challenge	MTs Al Ikhlas Tanjung Bintang	MTs Negeri 1 South Lampung	MTs Muhammadiyah Natar
1	HR (competencies & workload)	limited human resources; planning is done in small cores; double load	Teams are available, but data processing capacity and workloads are high	Variation in competence; Need to strengthen indicators and targets
2	Sarpras & technology	Limited facilities and access to technology	Devices are relatively available, but the equal distribution of utilization and maintenance is an obstacle	Devices and networks are not yet stable; Digital Programs Need Adjustment
3	Funding & finance	Limited funds; strict priorities; Many programs are postponed	Regulations and procedures for use limit funds	Budgets are decisive; they need Foundation Approval and Cash Ability
4	Coordination & communication	Information is not evenly distributed; Coordination depends on formal meetings	Many work units; Cross-field coordination is time-consuming	The madrasah-foundation coordination path makes gradual decisions
5	Planning evaluation	Evaluation has not been strongly documented	Formal evaluations exist, but follow-up has not been consistent	Evaluations exist, but indicators are not always measurable

Source: Data processed by researchers, 2025

Table 2 shows that although the types of challenges are relatively the same in the three madrasas, the form and level of influence differ according to the institutional context. Private madrasas face more funding constraints, limited human resources, and the strong influence of foundations, which makes their strategies selective and pragmatic. On the other hand, state madrasas face procedural challenges, including the consistency of evaluation follow-up and team capacity in processing data. These findings confirm that the challenges of strategic planning in madrasas are contextual and influenced by organizational structure, work culture, and internal authority relations.

Opportunities in Strengthening Madrasah Education Development Planning Management Strategy

Based on the results of interviews, observations, and documentation studies at MTs Al Ikhlas Tanjung Bintang, MTs Negeri 1 South Lampung, and MTs Muhammadiyah Natar, this study found that, despite various challenges, madrasas have several strategic opportunities that can be utilized to strengthen educational development planning. These opportunities arise from collaborative practices that are starting to develop, stakeholder involvement (including teachers, parents, alums,

and foundations), the use of technology, innovation efforts, and continuous evaluation, as well as the emergence of best practices among madrasas.

In terms of collaborative practice, the three madrasas show a tendency to increase cooperation in the planning process, albeit with different intensities. At MTs Negeri 1 South Lampung, planning began to be carried out collectively through the involvement of deputy heads and teachers according to their respective fields, with work meetings as a space for program alignment. At MTs Muhammadiyah Natar, collaboration not only occurs internally but also involves the foundation as a strategic partner in ensuring the realism and suitability of the program. Meanwhile, at MTs Al Ikhlas Tanjung Bintang, teachers began to participate more frequently in planning discussions, although the final decision remained with the leadership. These findings suggest opportunities to enhance planning by fostering a more structured collaborative culture.

The next opportunity is to involve external stakeholders, particularly teachers, parents, and alums. At MTs Muhammadiyah Natar, parents and madrasah committees began to become involved, providing input on student programs and character development. At MTs Negeri 1 South Lampung, alums serve as a source of inspiration for addressing the skills needs of students at the next level of education. At MTs Al Ikhlas Tanjung Bintang, although the involvement of parents and alums has not been optimal, teachers see great potential that can be developed to support madrasah programs. This demonstrates that the involvement of external stakeholders presents a strategic opportunity to enrich the planning perspective and enhance the legitimacy of madrasah policies.

The use of technology also emerged as an important opportunity in strengthening planning strategies. At MTs Negeri 1 South Lampung, the digitization of data and planning documents facilitates the preparation, storage, and evaluation of programs. At MTs Muhammadiyah Natar, the use of online groups and shared documents supports planning coordination, especially when time and attendance constraints are obstacles. Meanwhile, at MTs Al Ikhlas Tanjung Bintang, although the use of technology is still limited, the madrasah leaders see it as a future opportunity to improve documentation and planning consistency.

Another opportunity can be seen in innovation efforts and continuous evaluation. At MTs Muhammadiyah Natar, innovations are developed through gradual program trials, which are then evaluated before being expanded. At MTs Negeri 1 South Lampung, the ongoing formal evaluation is viewed as an important basis for innovation, provided that the evaluation results are consistently followed up on. At MTs Al Ikhlas Tanjung Bintang, innovation is understood realistically through

simple steps that align with the madrasah's capabilities. In addition, the existence of best practices between madrasas and organizational networks, both through official forums and the Muhammadiyah network, opens up opportunities for cross-institutional learning that can strengthen the quality of planning without requiring a complete overhaul. To facilitate understanding and comparison between research sites, a summary of opportunities to strengthen educational development planning management strategies is presented in the following table.

Table 3. Opportunities to Strengthen Madrasah Planning Strategies

No	Strategic Opportunities	MTs Al Ikhlas Tanjung Bintang	MTs Negeri 1 South Lampung	MTs Muhammadiyah Natar
1	Collaborative practices	Teacher discussions began to develop, still limited	Formal collaboration between fields is starting to take hold	Collaboration internally and with the foundation
2	Stakeholder engagement	The potential of parents and alums is not optimal	Alums and committees begin to provide input	Parents, committees, and active foundations
3	Utilization of technology	Still limited; Future Development Opportunities	Digitization of data and planning documents	Online coordination and shared documents
4	Innovation evaluation	and Simple innovation as far as possible	Formal evaluation as the basis for innovation	Program trials and phased evaluations
5	Best practices	Learning from other madrassas	Share practices through official forums	Muhammadiyah Network as a Reference

Source: Data processed by researchers, 2025

Table 3. It shows that the three madrasas have relatively similar strategic opportunities, but their utilization rates differ. State madrasas have advantages in terms of evaluation and digitalization systems, while private madrasas have great opportunities through collaboration with foundations and stakeholder involvement. Overall, these opportunities confirm that madrasas possess social, organizational, and technological capital that can be optimized to strengthen educational development planning strategies sustainably and contextually.

Discussion

Practice of Formulation of Management Strategies for Madrasah Education Development Planning

The results of the analysis indicate that the practice of formulating management strategies for educational development planning in madrassas remains dominated by the traditional managerial model, with a tendency towards centralizing decision-making. In practice, the head of

the madrasah becomes the primary actor who determines the direction of the planning policy, while teachers and administrative staff play a more executive role (Siregar et al., 2024). This pattern causes the planning process to fail to fully reflect the real needs of learning in the classroom, as teachers' input is not always optimally accommodated.

This phenomenon can be explained through the theory of leadership and decision-making put forward by Lewin (1947) and Vroom and Yetton (1973), which affirmed that the level of participation of organizational actors affects the quality and acceptance of decisions. In the context of madrasas, excessive centralization has the potential to hinder teachers' creativity and innovation. However, teachers are best positioned to understand the dynamics of learning and the needs of students (Dewsbury, 2020; Fenwick & Tennant, 2020; Yazan, 2022).

However, the sustainability of centralistic practices cannot be separated from the socio-cultural context of Islamic educational institutions in Indonesia (Mansir, 2022; Qorib, 2025; Rahman & Azzahra, 2024). The hierarchical organizational structure of madrassas, along with a culture of respect for the authority of leadership, makes the madrasah head appear as a central figure who possesses both moral and structural legitimacy in determining policies. Therefore, centralization is often interpreted as an effort to maintain stability, consistency of Islamic values, and the continuity of the institution's vision (Ruhullah & Ushama, 2024).

Nonetheless, the demands of quality education and global environmental change demand a shift towards more participatory and adaptive planning. The practice of formulating planning management strategies in madrasas ideally combines the strong leadership of madrasah heads with the active involvement of teachers and other stakeholders, so that strategic decisions remain directed and responsive to evolving educational needs (Haddade et al., 2024; Siagian et al., 2025).

Challenges in the Formulation of Management Strategies for Madrasah Education Development Planning

Data analysis reveals that the primary challenge in formulating management strategies for madrasah education development planning arises from the internal limitations of the institution. One of the most dominant challenges is the limitation of human resources, both in terms of planning competence and teacher workload. Teachers often face duplicate tasks that make it difficult for them to engage in strategic thinking (Barkley & Major, 2020; Siregar et al., 2024). This condition has an impact on the low quality of needs analysis and the preparation of measurable program targets.

In addition to the human resource aspect, the limitations of infrastructure and technology are also significant challenges. The lack of technology use results in manual planning and less efficient. This is contrary to the Vais view (2003), who assert that technology can improve the quality of educational planning through evidence-based decision-making. The inequality of access to technology between madrassas in urban and rural areas has further widened the gap in planning quality (Setyawan et al., 2025; Yusuf & Hanif, 2025).

The next challenge relates to funding and financial management. In private madrasas, limited funds make many strategic program ideas unrealized. Meanwhile, in state madrasas, additional obstacles arise in the form of adherence to regulations and procedures for budget utilization. This condition limits the flexibility of planning strategies and tends to be pragmatic (Kencono et al., 2022b, 2022a). In addition, obstacles to internal coordination and communication, as well as limitations in planning and evaluation, have also weakened the planning cycle. Evaluations that are not structured and well-dwell-documentedr organizational learning from running optimally (Bobek et al., 2023; Fraefel, 2023). As a result, planning tends to iterate without significant improvement from one year to the next.

Opportunities in Strengthening Madrasah Education Development Planning Management Strategy

In the midst of these challenges, data analysis also reveals strategic opportunities that madrasas can utilize to enhance the management of educational development planning. One of the key opportunities is the development of a collaborative approach to planning. The involvement of teachers, staff, and leaders in deliberative forums enables planning to be more inclusive and contextual, aligning with the concept of school-based management proposed by Bauer and McKinley (2007).

Another significant opportunity is the involvement of parents and alums in the planning process. Based on Epstein's (2011) theory of parental involvement, parents and the relevance of planning to the needs of students and society. In the context of madrasas, this involvement also strengthens the social legitimacy of the policies formulated and builds a sense of belonging to educational programs (Hasbullah, 2025; Solichah et al., 2025).

The use of technology is also a significant opportunity for strengthening strategic planning. Data digitization and the use of educational information systems enable madrasas to develop more accurate and data-driven planning. Although its use is not optimal in all madrasas, the potential of

technology as a tool to support planning remains substantial if supported by adequate infrastructure and training (Maskin et al., 2025; Zahid & Nipa, 2024). In addition, the existence of best practices and madrasas continues to drive innovation, and efforts open opportunities for institutional organizational learning (Murthosia et al., 2025; Ramdani et al., 2025). By optimizing these opportunities, madrasas can develop planning strategies that are more adaptive, sustainable, and responsive to the demands of enhancing educational outcomes.

CONCLUSION

Based on the results of the discussion, this study concludes that the formulation of management strategies for educational development planning in madrassas is still dominated by a centralistic leadership pattern, with madrasah heads as the primary actors in strategic decision-making. Although the planning mechanism has been implemented in a structured manner through the preparation of formal documents and deliberative forums, the level of participation from teachers and other stakeholders remains limited. The main challenges faced include limited human resources, inadequate infrastructure, insufficient financial resources, and ineffective evaluation and follow-up planning systems. However, this study also identified strategic opportunities, including the development of collaborative practices, parent and alums involvement, the use of technology, and the emergence of best practices among madrasas, which have the potential to strengthen sustainable educational planning. The strength of this research lies in the use of rich qualitative data, gathered through interviews, observations, and documentation, across the context of public and private madrasas. The limitation lies in the scope of the research location, which does not yet represent all the characteristics of madrasas in Indonesia. As a recommendation, further research is suggested to expand the location and type of madrasah studied, to obtain a more comprehensive picture of the variation in educational planning practices. Follow-up research also needs to integrate quantitative approaches or mixed methods to more objectively measure the relationship between planning models, stakeholder participation rates, and educational quality achievements. In addition, an in-depth study on strengthening data-based evaluation systems and the use of digital technology in madrasah education planning is an important agenda to develop an adaptive, participatory, and sustainable planning model in accordance with the demands of education quality in the modern era.

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