



## Models and Methods of Islamic Education Planing at SDIT Khoiru Ummah

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### Abstract

The success of building a civilization is fundamentally a key to education. Education is one of the most critical factors in human life, as it facilitates the development of interests, talents, and knowledge. A fundamental aspect of education is the importance of developing effective educational planning methods and models. This study analyzes the methods and models of educational planning implemented in an institution, specifically the Khoiru Ummah Integrated Islamic Elementary School, located in Kalong Jalan. This research employs a qualitative approach. The findings indicate that the methods and models of basic education planning can adopt the comprehensive planning model and Planning, Programming, and Budgeting System (PBBS). These models are deemed more suitable for creating an integrated and comprehensive approach that encompasses all aspects of the school environment.

**Keywords:** Islamic Education Planing, Methods, Models

*Keberhasilan dalam membangun sebuah peradaban secara fundamental adalah kunci dari sebuah pendidikan. Pendidikan merupakan salah satu faktor terpenting bagi kehidupan manusia, karena pendidikan dapat memudahkan manusia dalam mengembangkan minat, bakat serta ilmu pengetahuan. Salah satu hal yang mendasar dalam sebuah pendidikan yaitu pentingnya mengembangkan metode dan model perencanaan pendidikan. Dalam penelitian ini, penulis menganalisis metode dan model perencanaan pendidikan di sebuah lembaga yaitu sekolah dasar Islam terpadu Khoiru Ummah yang beralamat di Kalong Jalan. Penelitian ini menggunakan penelitian kualitatif deskriptif, dari hasil penelitian ditemukan bahwa metode dan model perencanaan pendidikan dasar dapat mengadopsi model perencanaan komprehensif dan PBBS karena lebih sesuai di dalamnya bisa terintegrasi dan bersifat menyeluruh pada semua lingkup sekolah.*

**Kata Kunci:** Metode, Model, perencanaan Pendidikan islam

## INTRODUCTION

Education is one of the most essential factors in human life, as it facilitates the development of interests, talents, personalities, and an understanding of various sciences related to the world. (Asyari & Amalia, 2023). Consequently, education is a fundamental need that must be fulfilled in human life.

Islamic education, in particular, is rooted in the teachings of the Qur'an and Hadith. When education is understood as a pillar of human civilization, it can be inferred that the educational process inherently involves human efforts in creating culture and advancing civilization. (Nursalim, 2016). Education serves as one of the primary pillars in nation-building, playing a pivotal role in shaping character and morality. The concept of Islamic educational planning does not solely prioritize academic achievements but also emphasizes the cultivation of strong Islamic values and morals. According to Nuryasin & Mitrohardjono (2019), planning is a critical and strategic factor in any activity, serving as a guide to ensure the effective implementation of actions aimed at achieving desired goals and targets. Education is a deliberate effort to nurture and develop human potential through teaching and learning activities (Hamka, 2021).

The current state of education has become increasingly complex, with numerous challenges emerging over time. Despite these challenges, the education sector, particularly in Indonesia, continues to undergo significant advancements, both physical and non-physical, in response to evolving needs (Muttaqin, 2018). In the era of globalization and rapid technological advancements, the education system faces numerous demands, necessitating meticulous planning grounded in Islamic values. However, the implementation of Islamic educational planning often encounters obstacles, including limited resources, a lack of understanding of Islamic education concepts, and the failure of many institutions to adopt or develop planning models and methods aligned with contemporary needs. Thus, effective educational planning becomes crucial, warranting an in-depth exploration of the concepts, models, and methods of Islamic educational planning. This discussion aims to enhance understanding and provide insights into the planning of Islamic education.

Thus, this research is expected to contribute significantly to enhancing the quality of Islamic education, particularly in the area of Islamic educational planning. Moreover, it aims to shape a young generation that not only excels academically but also embodies noble morals in alignment with the teachings of Islam.

## RESEARCH METHOD

This study employs a qualitative research method, specifically descriptive research, which provides a detailed depiction of situations based on the facts observed and discovered in the field. The researcher does not manipulate the research or the conditions being studied, ensuring that the findings accurately reflect the realities encountered in the field. The type of research conducted is categorized as field research, utilizing qualitative descriptive methods. In this approach, the researcher neither manipulates nor controls the research variables, allowing for the development, generalization, hypothesis testing, variable correlation, and theory development with high validity.

According to Mutia Irmayanti et al. (2024), descriptive research involves the collection of data to address research questions in alignment with observed facts. The procedure of this study involves the researcher directly engaging in the field to obtain the necessary data and examine the research object. This research aims to identify the methods and models of educational planning at SDIT Khoiru Ummah. Through this study, the researcher investigates and comprehensively understands events or research objects occurring within an institution, particularly focusing on educational planning methods and models, using observation, interviews, and documentation as the primary data collection techniques.

In collecting data and compiling the research report, the researcher determines the time and location of the study. This research was conducted at SDIT Khoiru Ummah, located at Kp. Kalong Jalan, Kalong 2 Village, RT 01 RW 02, Leuwisadeng District, Bogor Regency, West Java. The study was carried out during the 2024/2025 academic year, specifically in November. Data collection methods included direct observation, enabling the researcher to observe field realities both before and after conducting interviews. This approach facilitates data analysis in subsequent stages. Additionally, records and documents were utilized to support the research findings. The objects in this study included books, journals, and articles, while the subjects of the research were the school principal and the vice principal responsible for curriculum development.

## RESULT AND DISCUSSION

### 1. Definition of Islamic Education Planning

Educational planning is a rational and systematic process of analyzing the educational development system, aimed at ensuring that education becomes more effective and efficient in addressing the needs and goals of both students and society (Heriansyah, 2023). Through meticulous planning, Islamic education serves as an effective medium for imparting and internalizing religious values in students.

Effective educational planning also supports efforts to understand and embody Islamic teachings, enabling students to become agents of positive social transformation (Amelia Ayu Wanda, 2023). According to Samanhudi (2021), from an Islamic perspective, Allah commands humanity to engage in planning. This principle aligns with the Qur'anic verse in Surah Al-Hasyr (59:18), which emphasizes preparation and foresight. Furthermore, in Surah An-Nahl (16:68-69), Allah illustrates how bees engage in careful planning to construct their dwellings. Similarly, managing educational institutions with thoughtful and strategic planning can result in producing graduates who are not only academically competent but also beneficial and impactful for society.

## 2. Objectives Of Islamic Education Planning

The objectives of educational planning, as outlined by Nuryasin and Mitrohardjono (2019), encompass various aspects aimed at establishing an effective education system that aligns with the needs of students and society. The primary objectives of educational planning are as follows:

- a. Enhancing the Quality of Education  
Educational planning seeks to improve the quality of education by ensuring that curricula, teaching methodologies, and educational facilities adhere to high standards and remain relevant to advancements in science and technology.
- b. Maximizing Student Potential  
Educational planning focuses on optimizing students' potential in academic, practical, moral, and spiritual dimensions. The objective is to nurture individuals who are both competent and possess strong character.
- c. Promoting Inclusive Education  
Another critical goal of educational planning is to establish an inclusive education system, ensuring that all individuals, regardless of their social, economic, or ability background, have equitable access to quality education.
- d. Creating a Conducive Learning Environment  
Educational planning aims to develop a safe, comfortable, and supportive learning environment. This includes the provision of adequate facilities and fostering an atmosphere conducive to effective teaching and learning.
- e. Preparing Quality Human Resources  
Through comprehensive planning, education aims to produce high-quality human resources who are equipped to face the challenges of the workforce and contribute positively to society.
- f. Integrating Moral and Ethical Values  
An essential goal of educational planning is the integration of moral and ethical values into the educational process, ensuring that students are not only intellectually capable but also possess commendable character and morals.
- g. Addressing Future Challenges  
Educational planning also prepares students to face future challenges, including social, economic, and technological changes, by equipping them with relevant knowledge and skills.

In the book *New Horizon in Muslim Education*, Ali Asyraf emphasizes that the ultimate goal of Islamic education is the realization of absolute surrender and submission to Allah at the individual, societal, and universal levels, as cited in Nuryasin and Mitrohardjono (2019).

## 3. Islamic Education Planning

There are several incentives to maximize efforts in achieving learning goals. According to Taufiqurokhman in Zain et al. (2023), the planning process should adhere to the following principles: a. Planning should be based on a clear and sound value system. b. Planning should stem from a general objective. c. Planning should be realistic. d. Planning should consider the sociology of community culture. e. Planning should be flexible. The Qur'an and Hadith also provide guidance on Islamic education planning.

يَا أَيُّهَا الَّذِينَ آمَنُوا اتَّقُوا اللَّهَ وَلْتَنْظُرْ نَفْسٌ مَّا قَدَّمَتْ لِغَدٍ وَاتَّقُوا  
اللَّهَ إِنَّ اللَّهَ خَبِيرٌ بِمَا تَعْمَلُونَ

*Meaning: O you who believe, fear Allah and let everyone pay attention to what he has done for tomorrow (hereafter). Fear Allah. Indeed, Allah is meticulous in what you do. (Qs.Al-Hasr : 18)*

حاسب نفسه في الدنيا قبل أن يحاسب يوم القيامة

*Meaning: An intelligent person is a person who is able to calculate his deeds and prepare his deeds for tomorrow. (Narrated at-Turmudzi)*

#### 4. Institution Description

SDIT Khoiru Ummah was established in 2003 and obtained its operational permit in 2008, initially graduating a total of 8 students. By 2024, the number of students has increased. The institution is located at Kp. Kalong Jalan, Kalong 2 Village, RT 01 RW 02, Leuwisadeng, Bogor Regency, West Java.

Brief History of SDIT Khoiru Ummah is an Islamic elementary school located in West Bogor, founded in 2003. This school has an integrated concept, combining Islam with science and technology. Islamic values at this school serve as the foundational capital for the development of Muslim personalities, which are applied through guidance, examples, and environmental reinforcement. The goal is to produce individuals with noble character, good personality, creativity, responsibility, environmental awareness, effective communication skills, and the ability to develop their knowledge.

Vision: To create a generation of Muslims who are faithful, superior in religious science, intelligent, and resilient. Mission: 1. To realize students who are monotheistic, obedient in worship, possess noble character, are creative, intelligent, healthy, disciplined, and have an Islamic insight that is free from shirk and deviant thoughts. 2. To implement a quality and Islamic-based education system by prioritizing comprehensive materials and methods. 3. To optimize the learning of the Qur'an and Islamic religious education. 4. To implement a clean and healthy living culture by increasing environmental awareness. 5. To explore and develop students' potential based on emotional, intellectual, and spiritual intelligence. 6. To create a conducive school atmosphere as an educational environment and a platform for Islamic da'wah. Facilities The school includes adequate school buildings, places of worship, sports facilities, and a cool and conducive learning environment.

Curriculum the learning process at SDIT Khoiru Ummah includes providing opportunities for students to explore and discover knowledge through an active learning approach, making learning more interesting, creative, and enjoyable. As a personal guideline for Muslims, learning the Qur'an is the flagship program of SDIT Khoiru Ummah. Students are taught to read, learn tahsin readings, and memorize the Qur'an, guided by competent teachers. This approach creates a student-centered learning process where teachers act as facilitators and motivators.

Extracurricular activities at SDIT Khoiru Ummah include Tahfidzul Qur'an, Arabic language classes, farming, scouting, and religious approach programs. Other extracurricular activities include scouting, futsal, Tapak Suci, Dokcil, culinary arts, and archery (Archery Club).

Community and Partnerships: Partnerships that collaborate with the school include health centers, which conduct health checks and immunizations for students every three months.

## **5. Educational Planning Model**

The Islamic education planning model is a framework designed to create and implement educational programs that align with Islamic values and principles. According to Suprayogi (2014) in a journal by Mubin (2020), the model and method of educational planning differ from those of teaching planning. Educational planning has a broader and more general scope, encompassing plans and policies issued by policymakers within educational institutions.

Educational planning models, according to Nurhasanah in the book by Hikmah et al. (2022), include:

- a. **Comprehensive Planning Model**  
This model analyzes changes within the education system thoroughly. It is then used as a reference to describe plans aimed at achieving broad goals.
- b. **Target Setting Model**  
This model requires methods to estimate developments within a specified timeframe. It projects the number of students enrolled and reflects workforce needs.
- c. **Financing and Cost-Effectiveness Models**  
This model aims to analyze projects based on efficiency and economic effectiveness criteria. It provides valuable alternatives for solving problems. The application of this model in education is based on the understanding that education is inseparable from cost considerations.
- d. **PBBS (Planning, Programming, Budgeting System) Model**  
This model involves planning, program compilation, and budgeting within a comprehensive system for decision-making.

## **6. Educational Planning Methods**

Educational planning methods according to Bafadal in the book by Hikmah et al. (2022) include:

- a. **Methods of Analysis of Sources, Methods, and Objectives**  
This method is used to examine sources and various alternatives for implementing programs to achieve goals. It involves analyzing existing resources and the methods that can be employed in implementing the planned program. The aim is to be effective in achieving the goal by analyzing short, medium, and long-term objectives in a sustainable manner.
- b. **Input-Output Analysis Method**  
This method is used to analyze various input, process, and educational output factors. In preparing this planning approach, it involves analyzing school quality policies, resources, expected achievements, and educational services. To produce quality output, evaluation is necessary as a key component, alongside the learning process. When the learning process is seen as a means of changing student behavior, the role of evaluation in the learning process is crucial (Friday, 2021).
- c. **Econometric Analysis Method**  
This method uses empirical, statistical, quantitative, and economic theory data to measure changes related to the economy.
- d. **Causal Diagram Method**



This method is used in planning to apply a hypothetical sequence in order to better understand future outcomes. It is similar to the strategic approach.

e. Life Cycle Analysis Method

This method is used to allocate resources in schools by examining outputs, projects, and activity processes that serve education.

f. Projection Method

This method is used to plan education at the institutional level. By applying the projection method, education planning can provide solutions for the five-year population, school data, projections of the school-age population, students, classrooms, and teacher needs.

## **7. Analysis of Islamic Education Planning Models and Methods at SDIT Khoiru Ummah**

The researcher's analysis is based on the methods or approaches applied at SDIT Khoiru Ummah. The school utilizes modern learning methods and educational media that support student engagement, fostering active and creative learning. It integrates the independent curriculum with Islamic values, involves parents in the educational process, and conducts evaluations and updates.

The researcher's analysis of the educational planning model at SDIT Khoiru Ummah reveals that the model applied is the comprehensive planning model. The school adopts an independent curriculum aligned with Islamic values-based education. This curriculum integrates three main aspects of student development: intellectual intelligence (Aqliyah), which includes academic subjects such as mathematics and science; spiritual piety (Ruhiah), exemplified by the Qur'anic tahfidzul program and other activities like mabit, camping, piety scouts, and muhadoroh; and physical agility (Jasadiyah), which is promoted through various physical activities. The flagship program at SDIT Khoiru Ummah supports both academic and non-academic student development.

Among the various models, the comprehensive planning model and PBBS (Planning, Programming, Budgeting System) are particularly suited for basic education as they provide an integrated and holistic approach across all school domains. According to the results of the researcher's interview with the school, SDIT Khoiru Ummah implements a comprehensive planning model. The reasons for using this model are as follows:

- a. Long-Term Vision: This model aids schools in developing a clear long-term vision and goals, enabling the formulation of strategies to achieve these objectives.
- b. Effective Use of Resources: Through comprehensive planning, schools can allocate resources—time, energy, and funds—more efficiently.
- c. Improved Quality of Learning: This model enables schools to identify student needs, develop appropriate curricula, and provide the necessary infrastructure to support the teaching and learning process.
- d. Readiness for Change: Given the dynamic nature of education, comprehensive planning helps schools prepare for changes in curriculum, technology, and student needs.

Each planning method has its own advantages and disadvantages. The planning method applied at SDIT Khoiru Ummah is the input-output analysis method. The input-output method used at SDIT Khoiru Ummah focuses on evaluating the performance and outcomes of the educational process by assessing the resources (inputs) and the results (outputs). The reasons for using this method are as follows:

- a. Resource Use Efficiency: By monitoring inputs such as budget, teacher numbers, facilities, and learning time, schools ensure efficient use of resources.
- b. Performance Measurement: This method helps evaluate how well students respond to the learning process, as reflected in test results, grades, and other success indicators.
- c. Quality Improvement: Understanding the relationship between inputs and outputs allows schools to identify areas for improvement, such as curriculum, teaching methods, or facilities.
- d. Accountability: This method provides transparency regarding how resources are used and the results achieved, fostering accountability to stakeholders, including parents, governments, and funders.
- e. Planning and Decision Making: Information on inputs and outputs supports schools in planning future programs and making data-driven decisions.

The analysis of Islamic education planning at SDIT Khoiru Ummah highlights the integration of comprehensive and targeted strategies to ensure alignment with institutional objectives. The findings demonstrate that the school adopts a comprehensive planning model, chosen for its ability to address long-term educational goals, efficient resource utilization, and adaptability to changes in the education landscape. Key aspects of this model include:

- a. Long-Term Vision and Goals: The comprehensive model enables the institution to develop strategies aimed at achieving both academic and moral development of students over extended periods.
- b. Efficient Resource Utilization: This model ensures optimal allocation of resources such as budget, teaching staff, and infrastructure.
- c. Adaptability to Change: The comprehensive planning model equips the school to proactively respond to changes in curriculum, technology, and societal expectations.

Additionally, the input-output analysis method is employed as a key tool in the planning process. This method evaluates the relationship between educational resources (input) and outcomes (output), emphasizing efficiency, accountability, and continuous improvement. The specific contributions of this method include:

- Performance Measurement: It enables the tracking of student achievements and other success indicators.
- Accountability: Promotes transparency by providing stakeholders with insights into resource usage and results.
- Data-Driven Decisions: Supports the formulation of future policies and improvement initiatives based on empirical evidence.

Both the comprehensive planning model and input-output analysis method align well with the school's mission of fostering an environment where Islamic values coexist with academic excellence. The integration of these approaches provides a robust framework for advancing the quality of Islamic education at SDIT Khoiru Ummah.

## CONCLUSION

Education is a fundamental aspect of human life. To ensure the proper execution of the educational process, it is essential to consider several key factors that serve as references before implementing the planning of models and methods to be applied. The significance of effective and efficient educational planning, along with the discussion of concepts, models, and methods of educational planning addressed in this article, is



intended to provide a framework for determining the planning of the models and methods discussed. Based on the description and analysis of the educational planning models and methods presented above, the following conclusions can be drawn: First, the model and method of planning within the scope of education can be understood as patterns or references, as well as the approaches taken in the preparation of educational plans in general. However, it is important to note that the model and method of educational planning differ from those of teaching planning, as educational planning is broader and more general, encompassing the plans and policies established by the highest decision-makers within the institution.

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