Implementation of Contextual-Based Islamic Education Strategic Planning: Literature Review of Practices in Indonesia

Khoirul Anam[1], Ahmad Fatoni[2] Abi Khairudin[3], Moh. Thoriq Al Bariki. A.A[4], Moch. Hasan Aminullah[5]

[1] Maulana Malik Ibrahim State Islamic University Malang; khoirulanam120502@gmail.com
[2] Maulana Malik Ibrahim State Islamic University Malang; fatoniahmad65@gmail.com
[3] Maulana Malik Ibrahim State Islamic University Malang; kaa33001@gmail.com,
[4] Maulana Malik Ibrahim State Islamic University Malang; albarikiricky@gmail.com
[5] Maulana Malik Ibrahim State Islamic University Malang; tidaktahu3788@gmail.com

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ABSTRACT

Strategic planning is an important factor in the implementation of the development of Islamic educational institutions so that they are able to adapt to increasingly complex social, cultural, and community needs. In the context of education in Indonesia, a contextual-based approach is needed to show that the strategies made are related to local realities. This study aims to examine the application of contextual-based Islamic educational strategic planning to practices in Indonesia through a literature review approach. The method uses a literature study approach by analyzing various scientific articles, research reports, and relevant policy documents. The results of the study show that Islamic educational institutions that implement contextual-based strategic planning tend to be responsive to the needs of students and the surrounding community. This implementation also contributes to improving the quality of governance and the effectiveness of school learning programs. However, various obstacles were found, such as weak managerial capacity, limited contextual data, and less than optimal stakeholder involvement. The implications of these findings emphasize the importance of strengthening strategic leadership capacity, integrating local data into the planning process, and formulating flexible and participatory policies as supporters for the transformation of sustainable Islamic education.

Corresponding Author:
Khoirul Anam
Maulana Malik Ibrahim State Islamic University Malang; khoirulanam120502@gmail.com

1. INTRODUCTION

Islamic education is an educational institution that in its learning and teaching refers to the teachings of Islamic law. Islamic education is the same as education in general, namely focusing on educating the nation's life. Of course, in its development, Islamic educational institutions must have strategic planning for Islamic education. Because with this strategic planning, Islamic education is able to answer the demands of the times and the needs of society as a whole.

In this strategic planning, all parties need to be involved, both the head of the madrasah, the madrasah committee, teachers, and madrasah staff. According to previous research (Dhuka, 2022), it explains that strategic planning has an important role in developing an education system based on Islamic vision, mission, and values, as well as being a guideline in facing the challenges of an increasingly complex era due to the development of digital technology, national policy transformation, and globalization.

In addition, (Mayasari et al., 2022) shows that the principle of human resource development in educational planning must be formulated by considering various aspects of individual development, both from intellectual intelligence, emotional balance, to spiritual strengthening. From this, it is hoped that it can produce a superior generation that can have an impact on religion, nation, and state. Therefore, it is important to formulate strategic planning that is useful for students in schools.

From the literature above, this research is important to conduct because it offers updates in terms of approach, namely prioritizing contextual-based strategic planning, which means compiling strategic plans through consideration of local Islamic traditions, socio-economic conditions of the community, and local wisdom values.

Therefore, this study has an urgency in providing theoretical and practical contributions to the development of Islamic education management in Indonesia. On the one hand, it fills the gap in literature that has not discussed much about the integration of local contexts in strategic planning of Islamic education. However, on the other hand, the results of this study are expected to be a reference for managers of Islamic educational institutions in developing more contextual, adaptive, and participatory strategies. This study aims to examine the application of contextual-based strategic planning of Islamic education to practices in Indonesia through a literature review approach.

2. METHODS

In this study, the researcher used a qualitative research methodology. The approach used in this study is a library research approach with data collection using literature such as journals and relevant previous research results. This method is used to determine the Implementation of Contextual-Based Islamic Education Strategic Planning: Literature Review of Practice in Indonesia.

3. FINDINGS AND DISCUSSION

3.1 Implementation of Contextual-Based Islamic Education Strategy Planning

Talking about learning strategies, basically refers to the approach or method of delivering material used to support the success of the teaching and learning process. In the context of today's professional teachers, especially in the era of technological advances such as the industrial revolution 4.0 and society 5.0, it is necessary to implement strategies that can increase students' motivation and interest in learning. Effective and enjoyable learning involves reciprocal interaction between teachers and students. Currently, the learning process is no longer centered on the teacher, but involves the active participation of students, especially in solving problems contextually (Sitti Hermayanti Kaif et al., 2022).

Contextual learning is an approach that begins with the presentation of friendly and open situations or questions and answers, which are linked to students' real lives (daily life modeling). The goal is for students to feel the direct benefits of the material being studied, so that learning motivation arises, understanding becomes concrete, and a comfortable and pleasant classroom atmosphere is created. Contextual learning strategies provide space for students to actualize these values in their lives, both in the school environment, family, and society (Abdullah et al., 2023).

The Contextual Teaching and Learning (CTL) model is a learning strategy that emphasizes the active involvement of students in understanding the material and relating it to real life, so that they can apply it directly. According to (Sunhaji, 2022) this approach aims to help students understand the meaning of learning and relate it to their daily reality. Contextual learning is also in line with the holistic approach in Islamic education which places cognitive, affective, and psychomotor aspects as an inseparable unit (Dimas et al., 2025).

Contextual strategies broaden students' understanding through brain-stimulating experiences and help create new meanings. Contextual learning encourages students to relate their knowledge to its application in real life. Explains that CTL is a learning concept where teachers bring real-world situations into the classroom and direct students to relate the knowledge they learn to life as family members and members of society. This approach greatly helps students understand the material because it is oriented towards problem solving, as well as improving critical thinking skills and developing self-potential.

To answer these challenges, the contextual learning approach (Contextual Teaching and Learning/CTL) is one of the strategic solutions that can be implemented in Islamic education strategy planning (Akhyar et al., 2025). Wijaya, 2020) also emphasized that CTL is an approach that connects learning materials with real situations experienced by students. This approach provides students with the opportunity to understand learning through experiences that are close to their daily lives. Furthermore, the contextual approach is rooted in a thought, which emphasizes that learning should be based on real experiences and be democratic, and combine intellectual and practical aspects. Believe that students learn optimally through meaningful experiences with the role of teachers as guides (Madaniyah & Kontekstual, 2022).

Thus, contextual learning is an approach that links teaching materials with the reality of students' lives, allowing them to link knowledge with their social roles in the family, community, and work environments. This approach also helps students understand the relationship between abstract concepts and their applications in real situations, and strengthens understanding through continuous discovery and reinforcement (Madaniyah et al., 2022). An example of concrete implementation can be seen in the material on honesty (shidiq), where the teacher first prepares students through questions and answers, conveys learning objectives, and invites students to explore the benefits of honesty. During the core activities, students are invited to make observations, simple experiments, and presentations on the benefits of being honest in everyday life. At the end, students draw conclusions, reflect, and evaluate their understanding.

From this process, it can be concluded that the application of contextual strategies in Islamic education allows students to acquire values that encourage positive behavior, such as honesty that can be observed in everyday life. The effectiveness of this strategy can be seen from the consistency of students' behavior in applying these values, both at school, home, and in the community. Therefore, it is important for teachers to understand various models of learning strategies, choose the most appropriate one, and understand their implications for the development of students' creativity and abilities. The presence of teachers is not only as an academic facilitator, but also as an agent in shaping students' personality and moral character (Harmita et al., 2022).

Contextual learning strategies offer an approach that makes students the center of learning (student-centered learning), where they are encouraged to discover the meaning of Islamic teachings themselves through activities that are directly related to their lives (Wahyudi, 2023). The contextual learning curriculum is based on learning principles and strategies that encourage the creation of five forms of learning, namely relating, experiencing, applying, cooperating, and transferring. The explanation of each principle or strategy is as follows:

3.1.1 Relating

Students need to receive learning that is related to the knowledge that students already have, with the context of real-life experiences such as benefits for future work in society. Prerequisite

knowledge is the relevance between internal factors such as knowledge, skills, talents, with external factors such as media exposure and learning by teachers and the external environment.

3.1.2 Direct Experience (Experiencing)

Educational institutions should give students the opportunity to experience in real terms through exploration, discovery, observation, investigation, or research. The learning process will be faster if students actively use teaching aids, utilize various learning resources, and carry out practical activities. To increase interest and motivation, teachers can utilize learning media such as audio, video, or textbooks.

3.1.3 Application (Applying)

Learning must provide facts, concepts, principles, and procedures learned into a new context is a higher form of learning than just memorizing. This ability encourages students to think about its application in real life or the field of work they are interested in. In contextual learning, application is often directed at the world of work, for example through the use of textbooks, videos, laboratories, as well as field visits, work practices, or internships.

3.1.4 Cooperating

Some activities that can be carried out in cooperation include discussions, questions and answers, communication between students, students with teachers, and with resource persons. This strategy is important in contextual learning because it not only helps mastery of the material, but also instills the experience of working in a team. Students learn that completing tasks is more effective if done together collaboratively.

3.1.4 Transferring

Knowledge transfer here is a contextual approach that emphasizes students' ability to transfer or apply knowledge, skills, and attitudes in new situations. The material studied is not only to be memorized, but must be able to be used in solving other problems. For example, understanding the character of river flow or the working principle of turbines to be applied to different problems. students can make power plants to solve the problem of lighting shortages. According to (Novriyanti, S., 2025) Stages of the Contextual Approach:

a. Introduction to Context Determining and understanding the context of student learning, including social, cultural, and experiential backgrounds relevant to the material being taught.
b. Determining Learning Objectives**,** Formulating learning objectives that are relevant to students' needs and life experiences.
c. Exploration Activitie
d. Students are given the opportunity to connect the concepts learned with everyday life through discussion, research, or direct experience.
e. Application and Application of Concepts Encouraging students to apply concepts or knowledge gained in real situations, both in learning and in a broader context.
f. Reflection and Evaluation Students are asked to reflect on their experiences, understand the learning process, and evaluate the application of new knowledge.
g. Collaboration and Discussion Students work in groups to deepen their understanding through discussion, sharing knowledge, and solving problems together.

Advantages and Disadvantages of Contextual Learning Strategy Contextual learning strategy has the following advantages and disadvantages: Advantages of contextual learning strategy:

a. Relevance of the program to real needs, contextual-based planning ensures that the vision, mission, and programs of the institution are in accordance with the social, economic, and cultural conditions of the local community.
b. Strengthening the role of local values and culture, Islamic education not only teaches knowledge, but also internalizes values. The local context helps strengthen Islamic values through an approach that is familiar to students.

c. Increasing community participation and support, because the community is involved in the planning process, a sense of belonging and strong support for the education policies taken will grow.

d. Flexible and responsive to change, by prioritizing context, educational institutions can adjust strategies more quickly when social or policy changes occur.

e. Strengthening the identity of the institution, contextual Islamic educational institutions will have unique characteristics and identities, which distinguish them from other institutions and create competitive advantages.

Disadvantages of contextual learning strategy:

a. Challenges in compiling accurate contextual data, not all institutions have the capacity or system to conduct comprehensive and sustainable mapping of local conditions.

b. Dependence on local leadership, if leaders do not have a strong vision or do not understand the importance of a contextual approach, then the strategies developed can be shallow and unsustainable.

c. Potential for disparities between regions, because strategies are adjusted to the local context, there can be disparities in quality between educational institutions if there are no national minimum standards that are maintained.

d. Resistance to external innovation, in some cases, orientation to the local context can make institutions too focused inward and reject innovations from outside that are actually beneficial.

e. *Limited resources, implementing contextual strategies often requires additional resources (time, energy, costs), which are not always available, especially in institutions with limited budgets.*

4. CONCLUSION

Contextual teaching and learning (CTL) is a learning approach that links teaching materials to students' real lives, so that they can understand the meaning of learning more deeply and apply it in their daily lives. This approach is very relevant in the era of the Industrial Revolution 4.0 and Society 5.0, where education is required to foster creativity, problem solving, and active student participation. CTL places students as the main subjects in the learning process (student-centered learning), with the role of teachers as facilitators and guides. This strategy emphasizes five main principles: relating, experiencing, applying, cooperating, and transferring, which together encourage students to link concepts to personal experiences, work together, and transfer knowledge to various contexts.

In Islamic education, contextual learning also helps strengthen moral and spiritual values, such as honesty, through activities that touch on students' cognitive, affective, and psychomotor aspects. Although it has various advantages, such as relevance to local needs and increasing community participation, this strategy also faces challenges, such as limited resources and potential disparities between regions. Therefore, a deep understanding of the social and cultural context of students, the selection of appropriate methods, and institutional support are essential for the successful implementation of this strategy. Teachers are expected not only to deliver materials, but also to become agents of change and shape students' characters who are ready to face real-world challenges.

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