

SHAPING THE FUTURE: A REVIEW OF POLICY EVOLUTION IN INDONESIAN ISLAMIC EDUCATION

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Article history: received 25 April 2025; revised 12 Juli 2025; accepted 24 Januari 2026

DOI : <https://doi.org/10.33751/jmp.v13i2.5>

Abstract. This article offers an in-depth examination of the policy evolution in Indonesian Islamic education, delving into its historical antecedents, policy transitions, and their far-reaching implications for future educational paradigms. Through a meticulous qualitative analysis of Systematic Review, scholarly literature and historical documentation, this study meticulously charts the trajectory of Indonesian Islamic education policy since the nation's inception in 1945. It elucidates the intricate interplay between governmental ideologies, societal norms, and international influences that *have* sculpted the educational landscape, offering nuanced insights into the complex dynamics driving policy formulation and implementation processes. Furthermore, the research critically evaluates the challenges and opportunities engendered by past policy shifts, shedding light on their multifaceted impacts on educational outcomes and societal development. Emphasizing the imperative of stakeholder engagement, inclusivity, and evidence-based decision-making, the findings proffer actionable recommendations for policymakers, educators, and stakeholders to navigate the evolving landscape of Indonesian Islamic education. Ultimately, this study aims to inform and inspire scholarly discourse, policy deliberations, and educational practices, fostering a more equitable, responsive, and sustainable Islamic education system poised to meet the diverse needs of Indonesia's dynamic society and propel the nation towards its educational aspirations and developmental objectives.

Keywords: policy evolution, indonesian islamic education, future shaping

I. INTRODUCTION

Islamic education in Indonesia traces its origins back to the early spread of Islam in the archipelago, dating back to the 13th century (Suharto, 2018). Initially, Islamic education primarily occurred within local Islamic communities, known as *Pesantrens*, where scholars, or *Ulama*, imparted religious teachings and knowledge. The *Pesantrens* served as centers for Quranic study, memorization, and the learning of Islamic jurisprudence (Mujahid, 2021). Over the centuries, these traditional Islamic educational institutions played a pivotal role in shaping the religious and cultural landscape of Indonesia. With the arrival of colonial powers, particularly the Dutch in the 17th century, Islamic education faced challenges and underwent transformations (Tan, 2017). Despite periods of suppression and attempts at control, Islamic education persisted and even experienced revitalization movements, such as the emergence of modernist Islamic schools in the early 20th century. Today, Islamic education in Indonesia continues to evolve, incorporating modern pedagogical methods alongside traditional teachings, reflecting the dynamic nature of Indonesia's diverse Islamic heritage.

Islamic education holds significant importance within the broader Indonesian education system, reflecting the country's status as the world's most populous Muslim-majority nation (Zuhdi, 2018). It serves as a cornerstone for the moral, spiritual, and intellectual development of millions of Indonesian Muslims. Islamic education not only imparts religious knowledge but also fosters values of tolerance, social cohesion, and community service (Chanifah et al., 2021). Furthermore, Islamic schools, known as *Madrasahs*, alongside *Pesantrens*, play a crucial role in providing alternative educational pathways for students seeking a more religiously oriented curriculum. These institutions cater to a diverse range of students, from those seeking to become religious scholars to individuals pursuing secular careers while maintaining a strong Islamic identity. Moreover, the integration of Islamic education into the national curriculum highlights its recognition as an essential component of Indonesia's pluralistic society, where diverse religious traditions coexist harmoniously (Muhammad Amri & Afifuddin, 2018). Thus, Islamic education's role extends

beyond religious instruction, contributing to the holistic development of Indonesian citizens and fostering national unity amidst cultural diversity.

Educational policies in Indonesia have undergone significant transformations throughout the nation's history, reflecting shifts in political, social, and economic priorities (Alhamuddin et al., 2020). Since gaining independence in 1945, Indonesia has made substantial efforts to expand access to education and improve its quality across the archipelago (Harjanto et al., 2018). Key policy initiatives have included the introduction of compulsory primary education, the establishment of a national curriculum, and the promotion of inclusive education for all citizens. However, challenges such as inadequate infrastructure, disparities in resources between urban and rural areas, and issues of equity and access persist. Over time, successive governments have implemented various reforms aimed at addressing these challenges and enhancing the overall effectiveness of the education system (Cheng, 2018). These reforms have encompassed curriculum revisions, teacher training programs, and initiatives to promote technical and vocational education. Moreover, efforts to decentralize education governance have led to increased autonomy for regional authorities in shaping educational policies to better suit local needs and contexts.

The evolution of policies concerning Islamic education in Indonesia reflects the country's commitment to fostering religious diversity and accommodating the needs of its Muslim-majority population (Cheng, 2018). Historically, Islamic education was primarily the domain of traditional Islamic schools, known as *Pesantrens*, which operated independently of the state education system (Muhammad Amri & Afifuddin, 2018). However, with the establishment of the Indonesian Republic, efforts were made to integrate Islamic education into the national framework while preserving its distinct identity and teachings. This integration led to the establishment of formal Islamic schools, or *Madrasahs*, which offered a combination of religious and secular subjects. Over time, policies concerning Islamic education have evolved to address issues of quality, standardization, and inclusivity (Harjanto et al., 2018). The government has implemented measures to improve the curriculum, enhance teacher qualifications, and provide financial support to Islamic educational institutions. Additionally, efforts have been made to promote dialogue and cooperation between *Madrasahs* and mainstream schools, fostering greater understanding and collaboration between different segments of Indonesian society (Chanifah et al., 2021). Overall, the evolution of policies concerning Islamic education reflects Indonesia's commitment to promoting religious tolerance, cultural diversity, and national unity.

Contemporary Islamic education in Indonesia faces multifaceted challenges that impede its effectiveness and inclusivity (Kosim et al., 2023). One prominent challenge is the inadequate integration of modern pedagogical methods and curriculum within Islamic educational institutions. While traditional *Pesantrens* and *Madrasahs* remain vital for preserving religious teachings and values, they often lack resources and infrastructure to offer a comprehensive education that prepares students for the demands of the modern world. Furthermore, there is a growing concern about the quality and standardization of Islamic education, with variations in curriculum content, teaching methodologies, and teacher qualifications across different institutions (Lukens-Bull, 2019). Additionally, socio-economic disparities contribute to unequal access to Islamic education, particularly in remote and marginalized communities where educational resources are scarce. Moreover, the rise of radicalism and extremism poses a significant challenge to Islamic education, as certain groups seek to exploit religious institutions for their ideological agenda, undermining the principles of tolerance and moderation (Siddiq, 2023).

Socio-political factors exert a profound influence on educational policies in Indonesia, shaping the direction and priorities of the education system. The country's transition to democracy in the late 20th century has led to greater decentralization and democratization of educational governance, allowing regional governments to play a more active role in policy-making (Suharto, 2018). However, this decentralization has also resulted in disparities in educational quality and access between regions, as local authorities may prioritize different agendas based on political interests and resource availability. Moreover, the dominance of mainstream ideologies and cultural norms in educational policies sometimes marginalizes minority groups, including Islamic educational institutions (Siddiq, 2023). Political agendas and power struggles at the national level also influence educational policies, with changes in government often leading to shifts in priorities and strategies. Additionally, external factors such as international pressure and global trends in education can shape Indonesia's educational landscape, prompting policymakers to adopt reforms that align with international standards and expectations (Tan, 2017). The interplay of socio-political factors underscores the complexity of educational policymaking in Indonesia and highlights the need for inclusive and equitable approaches to address the diverse needs of the population.

Understanding the historical context of educational policies is essential for comprehending the current state of education and guiding future strategies (Chanifah et al., 2021). Historical factors, such as colonial legacies, socio-cultural dynamics, and political ideologies, have shaped the development of educational systems in Indonesia. For instance, during the colonial period, educational policies were often designed to serve the interests of the colonial powers, leading to disparities in access and quality among different social groups (Zuhdi, 2018). Similarly, post-independence policies were influenced by nationalist agendas, aiming to promote unity and nation-building through education. By examining past policies, policymakers and educators can gain insights into the root causes of existing challenges and inequalities in the education system. This historical perspective helps in identifying persistent issues, understanding their underlying causes, and devising targeted interventions to address them effectively (Muhammad Amri & Afifuddin, 2018).

Furthermore, assessing past policies is crucial for informing future strategies and reforms in education (Kosim et al., 2023). By analyzing the outcomes and impacts of previous initiatives, policymakers can identify successful approaches and best practices to replicate or scale up. Conversely, failures and shortcomings of past policies provide valuable lessons to avoid repeating mistakes and implement more effective interventions (Lukens-Bull, 2019). Additionally, understanding the socio-political context in which past policies were formulated and implemented enables policymakers to anticipate potential obstacles and challenges in the implementation of future reforms (Siddiq, 2023). Moreover, building on the successes and lessons learned from past policies allows for the development of more coherent, evidence-based, and sustainable strategies to improve education outcomes. Ultimately, by critically evaluating past policies, stakeholders can chart a course for the future that is responsive to the evolving needs of learners, conducive to inclusive and equitable education, and aligned with national development goals (Cheng, 2018).

Previous studies have illuminated a significant shift in Indonesian educational policies concerning Islamic education since independence in 1945, transitioning from a domestication approach to one of accommodation (Kosim et al., 2023). These studies underscore the multifaceted influence of government ideologies, socio-political dynamics, and religious perspectives in shaping these policies. Additionally, researchers emphasize the importance of comprehending the historical roots and evolving nature of Islamic education in Indonesia, highlighting the pivotal role of *Pesantren* and other Islamic educational institutions in shaping the nation's trajectory towards a pluralistic, peaceful, and democratic society (Lukens-Bull, 2019).

Furthermore, recent scholarship delves into the historical evolution of Islamic education in Indonesia, tracing its development from pre-independence *Pesantrens* to post-colonial *Madrasas*, and addressing contemporary challenges such as modernization. This research not only sheds light on the reform processes within *Pesantrens*, *Madrasas*, and Islamic Universities but also addresses the dilemma of Western influence and orientation within these institutions and providing valuable insights for understanding the policy journey of Islamic education in Indonesia (Siddiq, 2023). By building upon the existing body of literature and focusing specifically on the policy journey of Islamic education, this research offers a novel contribution to the field and aiming to provide actionable recommendations for policymakers, educators, and stakeholders to navigate the evolving landscape of Islamic education in Indonesia.

This study aims to comprehensively examine the historical development of educational policies pertaining to Islamic education within the Indonesian context. Through meticulous archival research and in-depth analysis, the study seeks to trace the trajectory of policy formulation and implementation, spanning from the colonial era to contemporary times. By unraveling the intricate web of historical events, socio-political dynamics, and ideological influences, this research endeavors to provide a nuanced understanding of how educational policies related to Islamic education have evolved over time. Furthermore, by examining the socio-political context in which these policies emerged, the study aims to shed light on the underlying motivations, challenges, and implications associated with each policy shift. Through this objective, the study seeks to contribute to a deeper appreciation of the historical roots of Islamic education in Indonesia and the multifaceted factors that have shaped its development.

Moreover, this study seeks to evaluate the effectiveness and implications of educational policies related to Islamic education over time. By conducting a systematic analysis of policy outcomes, implementation strategies, and educational outcomes, the research aims to assess the extent to which past policies have achieved their intended objectives and addressed the evolving needs of Islamic education in Indonesia. Furthermore, by exploring the long-term implications of these policies on various stakeholders, including students, teachers, parents, and policymakers, the research aims to elucidate the broader societal impacts of educational policy decisions. Ultimately, by evaluating the effectiveness and implications of past policies, this study seeks to provide valuable insights that can inform future policy-making processes and contribute to the enhancement of Islamic education in Indonesia.

II. RESEARCH METHODS

This study adopts a systematic literature review design to comprehensively examine the policy journey of Islamic education in Indonesia. The systematic literature review process involves systematically searching, selecting, and synthesizing relevant scholarly works, policy documents, and historical accounts pertaining to Islamic education policies in Indonesia since the nation's independence in 1945 (Xiao & Watson, 2019). This design ensures a systematic and rigorous approach to gathering and analyzing data for a comprehensive understanding of the historical evolution, key milestones, and underlying factors shaping educational policies concerning Islamic education (Grolemund & Wickham, 2014).

Data Source

The primary data source for this study consists of scholarly works, policy documents, and historical accounts related to Islamic education policies in Indonesia. These sources are systematically identified through comprehensive search strategies conducted across academic databases, governmental archives, and relevant institutional repositories (Bashir et al., 2022). The inclusion criteria for selecting data sources prioritize relevance to the research topic, currency, and credibility of the information.

presented (Catania et al., 2019). By systematically sourcing data from a diverse range of scholarly and official sources, this study aims to provide a comprehensive and representative overview of the policy journey of Islamic education in Indonesia.

Technique of Analysis

The technique of analysis employed in this study consists of systematic qualitative analysis and comparative analysis frameworks. Initially, the gathered data is subjected to systematic qualitative analysis techniques such as thematic analysis and content analysis (Catania et al., 2019). Through systematic coding and categorization, this analysis framework facilitates the identification of recurrent themes, patterns, and trends in the development of Islamic education policies in Indonesia (Carriero et al., 2021). Subsequently, a comparative analysis framework is utilized to systematically compare different policy approaches and their outcomes across various historical periods (Dunlop & Radaelli, 2022). By systematically comparing policies related to Islamic education and systematically examining their effectiveness and implications, this analysis technique aims to systematically identify key insights and lessons learned for informing future policy-making processes. The systematic analysis techniques employed in this study enable a rigorous examination of the policy journey of Islamic education in Indonesia, providing valuable insights and recommendations for stakeholders in the field.

III. RESULT AND DISCUSSION

Overview of Policy Evolution

Indonesia's educational policies concerning Islamic education have undergone profound and multifaceted historical shifts since the nation's declaration of independence in 1945 (Kosim et al., 2023). Initially, in the aftermath of independence, the prevailing approach towards Islamic education was characterized by a domestication strategy (Ananda & Hayati, 2022). Under this approach, Islamic educational institutions, including *Pesantrens* and *Madrasas*, were integrated into the national education system, albeit under state control and supervision (Mansir, 2022). This period witnessed concerted efforts by the government to standardize curriculum content, administrative structures, and educational practices across Islamic educational institutions, aligning them more closely with the secular framework of the newly established nation-state.

However, the domestication approach encountered significant resistance from traditional Islamic educational institutions, particularly *Pesantrens*, which sought to maintain their autonomy and preserve their distinct religious identity (Weni Sumarni et al., 2023). This resistance culminated in a gradual shift in educational policy towards an accommodation approach during the 1970s and 1980s (Rosser, 2016). Under this approach, the government granted greater autonomy to Islamic educational institutions, allowing them more control over curriculum development, teaching methodologies, and administrative affairs (Solichan et al., 2020). Despite this increased autonomy, the state retained a regulatory role, ensuring adherence to national educational standards and objectives.

Throughout these historical shifts, a myriad of socio-political factors have played pivotal roles in shaping educational policies related to Islamic education in Indonesia (Rosser, 2016). The post-Suharto era witnessed the rise of political Islam and the democratization process, which influenced policymakers to adopt more accommodating policies towards Islamic education in response to growing public demand (Mas'ud et al., 2019). Additionally, international influences, including the global Islamic revival and the promotion of Islamic education by Muslim-majority countries, have exerted significant pressure on Indonesian policymakers to prioritize Islamic education within the national education agenda (Suyatno et al., 2022).

Moreover, economic considerations have also influenced the trajectory of educational policies, with the government increasingly emphasizing human resource development and economic competitiveness (Parziale & Scotti, 2016). In this context, the integration of Islamic education into the national education system has been viewed as integral to achieving broader development goals (Fakhrurrozi et al., 2023). Consequently, there have been concerted efforts to modernize Islamic educational institutions and align their curriculum with national standards, reflecting a broader shift towards a more inclusive and comprehensive approach to Islamic education policy (Sukirman, 2022). An analysis of historical shifts in Indonesian educational policies related to Islamic education reveals a complex interplay of socio-political, cultural, and economic factors (Mahfud, 2019). Understanding these historical dynamics is paramount for informing future policy-making processes and ensuring the continued development and relevance of Islamic education in Indonesia amidst evolving societal needs and global trends (Nakamura & Nishino, 1993).

Since Indonesia's declaration of independence in 1945, the trajectory of Islamic education has been shaped by a series of significant milestones and policy changes, reflecting the evolving socio-political landscape of the nation (Kosim et al., 2023). One pivotal milestone occurred during the nascent years of independence, marked by the establishment of the Ministry of Religious Affairs in the 1950s. This institutional move signified the government's recognition of the importance of formalizing and integrating Islamic education into the broader national education system (Lukens-Bull, 2019). The creation of this ministry laid the groundwork for subsequent policy developments and set the stage for a more structured approach to Islamic education governance.

Furthermore, the 1970s witnessed a notable shift in educational policies with the introduction of the 1975 Education Law (Siddiq, 2023). This legislation aimed to bridge the gap between secular and Islamic education by incorporating Islamic educational institutions into the national education framework. This marked a departure from previous policies that had often marginalized Islamic education, signaling a newfound recognition and accommodation of its significance within the broader educational landscape (Suharto, 2018). Consequently, this era saw increased efforts to standardize curriculum content, improve teacher training programs, and enhance the quality of Islamic education offerings across the country.

Amidst the political and social upheavals of the late 20th century, particularly during the transition from the New Order regime to democratization in the late 1990s, Islamic education underwent significant reevaluation and reform (Mujahid, 2021). The end of authoritarian rule ushered in a period of increased political openness and religious revivalism, prompting a renewed emphasis on Islamic identity and values within the public sphere. This period saw the emergence of diverse perspectives and approaches towards Islamic education, reflecting the pluralistic nature of Indonesian society and the complexities of balancing religious and secular interests (Tan, 2017).

Moreover, the early 2000s marked a period of intensive reform efforts aimed at modernizing and revitalizing Islamic education in response to contemporary challenges and global trends (Zuhdi, 2018). Policymakers prioritized initiatives to enhance the quality, accessibility, and relevance of Islamic education, with a focus on integrating digital technologies, improving infrastructure, and expanding educational opportunities (Tan, 2017). These reforms sought to ensure that Islamic education remained responsive to the changing needs of Indonesian society and equipped students with the skills and knowledge necessary to thrive in an increasingly interconnected world (Chanifah et al., 2021).

Looking ahead, the 21st century presents new challenges and opportunities for Islamic education in Indonesia, including the rapid pace of technological advancement, globalization, and the ongoing pursuit of national development goals (Muhammad Amri & Afifuddin, 2018). Policymakers and stakeholders must continue to navigate these complexities while upholding the principles of inclusivity, diversity, and excellence in Islamic education. By understanding and reflecting on the key milestones and policy changes since independence, stakeholders can chart a course towards a more equitable, responsive, and sustainable future for Islamic education in Indonesia (Alhamuddin et al., 2020).

Analysis of Policy Impact

The examination of policy changes on Islamic education institutions in Indonesia delves into multifaceted dimensions that span accessibility, quality, governance, socio-political dynamics, cultural factors, and responses to emerging challenges like the COVID-19 pandemic (Alhamuddin et al., 2020). Firstly, regarding accessibility, while some policies have aimed to expand educational infrastructure and increase funding for Islamic educational institutions, disparities persist, particularly in rural or remote areas (Fajri, 2021). Despite efforts to improve access, challenges remain in ensuring equitable distribution of resources and opportunities across diverse regions, socioeconomic backgrounds, and marginalized communities (Mahfud, 2019).

Secondly, the implications for the quality and relevance of Islamic education are critical considerations (Fakhrurrozi et al., 2023). Policy reforms targeting curriculum standardization and teacher training programs have shown promise in enhancing educational quality. However, ongoing efforts are needed to ensure that curriculum content is responsive to evolving societal needs, inclusive of diverse perspectives, and aligned with the values and aspirations of Indonesian society (Fajri & Muhtarom, 2022). Additionally, advancements in digital technologies present both opportunities and challenges, necessitating innovative pedagogical approaches and capacity-building initiatives to harness their full potential (Suyatno et al., 2022).

Furthermore, policy changes have implications for the governance and autonomy of Islamic education institutions (Rosser, 2016). While decentralization efforts have aimed to empower institutions with greater decision-making authority, questions arise concerning the balance between autonomy and accountability (Gunawan & Fajri, n.d.). Striking this balance is crucial for preserving the religious identity and values embedded within Islamic education institutions while ensuring compliance with regulatory standards and quality assurance mechanisms.

Moreover, the broader socio-political and cultural landscape influences the effectiveness of policy changes (Mansir, 2022). The rise of political Islam and conservative religious ideologies has shaped policy formulation and implementation, prompting debates on secular-religious dynamics and the role of Islamic values in public life. Globalization has introduced new dynamics, necessitating nuanced approaches to navigate cultural sensitivities and geopolitical complexities in policy development processes (Rosser, 2016).

Lastly, the COVID-19 pandemic has highlighted the need for policy flexibility and adaptability in ensuring the resilience of Islamic education institutions. The rapid transition to online learning modalities has underscored both the potential and challenges of digital technologies in education (Bashir et al., 2022). Addressing issues of digital divide, ensuring equitable access, and maintaining educational quality in virtual environments require proactive policy responses and collaborative efforts from stakeholders across sectors.

In conclusion, the examination of policy changes on Islamic education institutions in Indonesia encompasses a broad spectrum of considerations, spanning accessibility, quality, governance, socio-political dynamics, cultural factors, and responses to emerging challenges (Grolemond & Wickham, 2014). By critically analyzing the effectiveness and implications of policy reforms, stakeholders can identify areas for improvement, foster dialogue, and work towards building a more inclusive, responsive, and equitable educational system that meets the diverse needs of Indonesian society. - Discussion on how policy evolution has influenced the development and governance of *Pesantrens*, *Madrasas*, and Islamic universities (Alhamuddin et al., 2020).

Factors Influencing Policy Shifts

The exploration of socio-political, cultural, and religious factors shaping policy decisions regarding Islamic education in Indonesia reveals a complex interplay of dynamic forces that have influenced the formulation and implementation of educational policies over time (Alhamuddin et al., 2020). Firstly, socio-political factors play a significant role in shaping policy decisions, with changing political landscapes and power dynamics influencing the priorities and agendas of policymakers (Zuhdi, 2018). The transition from authoritarian rule to democracy, for instance, has brought about shifts in governance structures and decision-making processes, impacting the direction and focus of educational policies. Additionally, political ideologies, party politics, and electoral dynamics have influenced the framing of educational issues and the allocation of resources, shaping the trajectory of Islamic education policy in Indonesia (Suharto, 2018).

Furthermore, cultural factors exert a profound influence on policy decisions, reflecting the diverse and pluralistic nature of Indonesian society. Cultural norms, values, and traditions shape perceptions of education and inform debates on curriculum content, language of instruction, and pedagogical approaches (Lukens-Bull, 2019). The emphasis on preserving cultural heritage and promoting national identity within the education system has led to discussions on the role of Islamic education in fostering a sense of identity and belonging among Indonesian citizens. Moreover, the intersectionality of cultural identities, including ethnicity, language, and regional affiliations, adds complexity to policy deliberations, highlighting the need for inclusive and culturally responsive approaches to education policy-making (Ananda & Hayati, 2022).

Religious factors also play a pivotal role in shaping policy decisions related to Islamic education, given the prominent role of Islam in Indonesian society. Debates on the role of religion in public life, the relationship between state and religion, and the interpretation of Islamic teachings inform policy discourses and decision-making processes (Mas'ud et al., 2019). The diversity of religious interpretations and practices within Islam further complicates policy formulation, with tensions arising between conservative and progressive interpretations, as well as between Islamic and secular perspectives. Moreover, the influence of Islamic organizations, religious leaders, and grassroots movements adds another layer of complexity to policy debates, highlighting the need for inclusive and participatory approaches to policy-making (Parziale & Scotti, 2016).

Additionally, the global dimension of religious discourse and transnational networks further shapes policy decisions on Islamic education. The influence of international organizations, such as the Organization of Islamic Cooperation (OIC) and UNESCO, as well as global trends in education reform, impact the formulation of educational policies in Indonesia (Suyatno et al., 2022). Cross-border collaborations, knowledge exchange, and advocacy efforts contribute to the diffusion of ideas and practices, influencing policy agendas and priorities. Moreover, global debates on issues such as human rights, gender equality, and religious freedom intersect with educational policies, shaping discourses on inclusivity, diversity, and social justice within the education system. The exploration of socio-political, cultural, and religious factors shaping policy decisions regarding Islamic education in Indonesia reveals the intricate and multifaceted nature of educational policy-making (Mas'ud et al., 2019). By understanding the complex interplay of these factors, policymakers, educators, and stakeholders can develop more informed and contextually relevant strategies to address the diverse needs and aspirations of Indonesian society. Moreover, fostering dialogue, promoting inclusivity, and embracing diversity are essential for building a more equitable, responsive, and inclusive educational system that reflects the rich tapestry of Indonesia's socio-cultural and religious landscape (Ananda & Hayati, 2022).

The analysis of the role of government ideologies, societal norms, and international influences in driving policy changes regarding Islamic education in Indonesia sheds light on the intricate dynamics shaping educational policy-making processes (Cheng, 2018). Firstly, government ideologies play a crucial role in shaping policy directions and priorities. Political regimes, whether authoritarian or democratic, often espouse particular ideologies that inform their approach to education (Muhammad Amri & Afifuddin, 2018). For example, during the New Order era under President Suharto, the government promoted a centralized and secular education system, seeking to foster national unity and modernization. In contrast, the post-Suharto period witnessed a shift towards a more democratic and pluralistic approach, with greater recognition of religious diversity and autonomy for Islamic educational institutions (Zuhdi, 2018).

Moreover, societal norms and values exert significant influence on policy decisions, reflecting the aspirations and aspirations of the Indonesian people (Lukens-Bull, 2019). In a society where Islam plays a central role, societal norms often reflect religious principles and cultural traditions (Kosim et al., 2023). The desire for moral and ethical education, the preservation of cultural heritage, and the promotion of national identity are key considerations in policy deliberations. Additionally, societal

pressures and grassroots movements can shape policy agendas, as seen in the growing demand for Islamic education and the mobilization of religious communities to advocate for policy reforms (Siddiq, 2023).

Furthermore, international influences play a pivotal role in shaping policy changes, with Indonesia being part of a globalized world interconnected through networks of knowledge exchange, cooperation, and mutual learning (Fajri, 2021). International organizations, such as UNESCO and the World Bank, promote educational development agendas and provide technical assistance to support policy reforms (Rosser, 2016). Moreover, Indonesia's participation in regional and international forums, such as the Association of Southeast Asian Nations (ASEAN) and the Organization of Islamic Cooperation (OIC), exposes policymakers to global trends and best practices in education. Additionally, transnational religious networks and diaspora communities contribute to the diffusion of ideas and practices, influencing policy agendas and priorities (Suyatno et al., 2022).

The analysis of the role of government ideologies, societal norms, and international influences in driving policy changes regarding Islamic education in Indonesia underscores the complex interplay of domestic and global factors shaping educational policy-making processes (Mansir, 2022). By understanding these dynamics, policymakers can develop more informed and contextually relevant strategies to address the diverse needs and aspirations of Indonesian society. Moreover, fostering dialogue, promoting inclusivity, and embracing diversity are essential for building a more equitable, responsive, and inclusive educational system that reflects the rich tapestry of Indonesia's socio-cultural and religious landscape.

Discussion

Implications for Islamic Education

The interpretation of findings regarding the significance for the future of Islamic education in Indonesia highlights critical insights that can inform policy formulation, institutional development, and educational practices (Ananda & Hayati, 2022). Firstly, understanding the historical trajectory and evolving nature of Islamic education in Indonesia provides valuable context for anticipating future challenges and opportunities (Kosim et al., 2023). By analyzing past policy shifts and their implications, policymakers can identify trends, patterns, and areas for improvement to inform strategic planning and decision-making processes (Lukens-Bull, 2019).

Recognizing the centrality of Islamic education within the broader education system is essential for ensuring its continued relevance and effectiveness in meeting the diverse needs of Indonesian society (Siddiq, 2023). Islamic education institutions, such as *Pesantrens*, *Madrasas*, and Islamic universities, play a vital role in shaping the moral, intellectual, and spiritual development of students, as well as in preserving religious traditions and cultural heritage (Suharto, 2018). As such, policymakers must prioritize efforts to strengthen and support these institutions, while also promoting greater inclusivity, diversity, and innovation within Islamic education.

The findings underscore the importance of fostering dialogue and collaboration among stakeholders, including policymakers, educators, religious leaders, and community members. Building consensus around shared values, goals, and priorities is essential for addressing complex challenges and advancing the collective interests of Islamic education in Indonesia. Moreover, promoting inclusivity and diversity within Islamic education institutions can help bridge social divides, promote tolerance, and foster a sense of belonging among diverse student populations (Siddiq, 2023).

Furthermore, embracing technological advancements and innovative pedagogical approaches is crucial for enhancing the quality, accessibility, and relevance of Islamic education in Indonesia. Integrating digital technologies, expanding online learning opportunities, and investing in teacher training programs can help Islamic education institutions adapt to changing societal needs and global trends (Mujahid, 2021). Additionally, promoting critical thinking, creativity, and problem-solving skills is essential for preparing students to navigate an increasingly complex and interconnected world (Zuhdi, 2018).

The interpretation of findings regarding the significance for the future of Islamic education in Indonesia emphasizes the importance of strategic foresight, collaboration, and innovation in shaping the trajectory of Islamic education (Tan, 2017). By leveraging insights from past experiences, embracing emerging opportunities, and addressing persistent challenges, Indonesia can build a more inclusive, responsive, and sustainable Islamic education system that reflects the values, aspirations, and aspirations of its diverse population (Chanifah et al., 2021).

The discussion on challenges and opportunities arising from past policy shifts in Islamic education in Indonesia reveals a complex landscape marked by both obstacles and avenues for advancement. Firstly, past policy shifts have led to challenges related to institutional stability and continuity (Xiao & Watson, 2019). Changes in government ideologies and political regimes have often resulted in discontinuities in policy direction, leading to uncertainty and inconsistency in educational planning and implementation (Catania et al., 2019). This lack of continuity can undermine long-term institutional development efforts and hinder progress towards achieving educational goals.

Past policy shifts have also presented challenges related to governance and accountability. Decentralization efforts aimed at granting greater autonomy to Islamic education institutions have sometimes led to issues of oversight and regulation (Kosim et al., 2023). The lack of effective governance mechanisms and accountability structures can result in inefficiencies, mismanagement,

and even corruption within educational institutions, undermining their ability to deliver quality education and meet the needs of students effectively (Lukens-Bull, 2019).

Past policy shifts have highlighted challenges related to inclusivity and equity in Islamic education. While efforts to expand access to Islamic education have made significant strides in improving educational opportunities for marginalized communities, persistent disparities persist (Siddiq, 2023). Socio-economic factors, geographic location, and gender disparities continue to shape educational outcomes, with vulnerable populations often facing barriers to accessing quality education (Kosim et al., 2023). Addressing these disparities requires targeted interventions, such as scholarship programs, infrastructure development, and community outreach initiatives, to ensure that all students have equal opportunities to succeed.

Amidst these challenges, past policy shifts have also presented opportunities for innovation and improvement in Islamic education. The decentralization of decision-making authority has empowered local communities and institutions to tailor educational programs to their specific needs and contexts, fostering greater ownership and accountability (Suharto, 2018). Moreover, advancements in digital technologies and online learning platforms have opened up new possibilities for expanding access to education, reaching remote areas, and promoting lifelong learning opportunities for students of all ages (Suharto, 2018).

Furthermore, past policy shifts have created opportunities for promoting diversity, inclusivity, and cultural relevance within Islamic education. Efforts to incorporate local knowledge, cultural traditions, and indigenous practices into educational curricula can enrich learning experiences and foster a sense of cultural pride and identity among students. Moreover, promoting gender equality and empowering women within Islamic education can help address systemic inequalities and contribute to broader social and economic development goals (Muhammad Amri & Afifuddin, 2018).

The discussion on challenges and opportunities arising from past policy shifts in Islamic education in Indonesia underscores the need for strategic planning, collaboration, and innovation in addressing complex educational issues (Alhamuddin et al., 2020). By leveraging lessons learned from past experiences, embracing emerging opportunities, and fostering inclusive and equitable educational practices, Indonesia can build a more resilient, responsive, and sustainable Islamic education system that meets the diverse needs of its population and contributes to the country's development goals (Cheng, 2018).

The identification of key lessons learned from the policy journey of Indonesian Islamic education offers invaluable insights that can guide future policy formulation and institutional development efforts. Firstly, understanding the importance of historical context is paramount for comprehending the evolution of Islamic education policies and their ramifications (Dunlop & Radaelli, 2022). Throughout history, shifts in government ideologies, societal norms, and international influences have profoundly shaped the trajectory of Islamic education in Indonesia (Mansir, 2022). These historical nuances highlight the necessity for adopting contextualized approaches to policy-making that acknowledge and incorporate the country's diverse socio-cultural and religious landscape into educational strategies.

Secondly, the significance of stakeholder engagement and collaboration cannot be overstated. The active involvement of policymakers, educators, religious leaders, community members, and other stakeholders in decision-making processes fosters ownership, consensus-building, and accountability (Dunlop & Radaelli, 2022). Furthermore, promoting inclusivity and diversity within policy dialogues ensures that the voices and perspectives of all stakeholders are heard and considered, leading to more contextually relevant and effective policy outcomes that resonate with the needs and aspirations of diverse communities (Mahfud, 2019).

Thirdly, ensuring flexibility and adaptability in response to evolving societal needs and global trends is imperative. Educational policies must be dynamic and responsive to emerging challenges, including technological advancements, demographic shifts, and socio-economic changes (Sukirman, 2022). Embracing innovation, promoting lifelong learning, and investing in teacher professional development are essential for ensuring the relevance and effectiveness of Islamic education in a rapidly changing world.

Moreover, achieving equity and accessibility in Islamic education requires targeted interventions and affirmative action measures (Nakamura & Nishino, 1993). Addressing disparities in access, quality, and outcomes necessitates targeted investments in infrastructure development, teacher training programs, and support services for marginalized communities. Additionally, promoting gender equality and empowering women within Islamic education institutions are essential for addressing systemic inequalities and promoting social inclusion (Fajri & Muhtarom, 2022).

Lastly, fostering a culture of evidence-based decision-making and continuous improvement is vital for enhancing the effectiveness and impact of Islamic education policies. Implementing robust monitoring and evaluation mechanisms to assess policy implementation processes and measure progress towards educational goals is essential (Gunawan & Fajri, n.d.). Moreover, nurturing a culture of research and knowledge exchange within the Islamic education community can help generate evidence-based insights and best practices that inform policy and practice, leading to more informed and effective decision-making processes (Nakamura & Nishino, 1993). Key lessons learned from the policy journey of Indonesian Islamic education underscores the importance of historical context, stakeholder engagement, flexibility, equity, and evidence-based decision-making. By embracing these lessons, policymakers and stakeholders can collaboratively work towards building a more inclusive, responsive,

and effective Islamic education system that meets the diverse needs of Indonesian society and contributes to the country's sustainable development goals in the long term (Sukirman, 2022).

Recommendations for policymakers, educators, and stakeholders to inform future policy formulation in Islamic education in Indonesia are crucial for shaping a more inclusive, responsive, and effective educational system (Kosim et al., 2023). Firstly, policymakers should prioritize the development and implementation of comprehensive, evidence-based policies that address the diverse needs and aspirations of Indonesian society (Lukens-Bull, 2019). This includes fostering collaboration and dialogue among stakeholders, conducting rigorous research and data analysis, and leveraging best practices from international contexts to inform policy decisions (Siddiq, 2023).

Secondly, policymakers should prioritize investments in infrastructure development, teacher training programs, and support services to address disparities in access, quality, and outcomes within Islamic education institutions (Lukens-Bull, 2019). By focusing on improving educational infrastructure and capacity-building initiatives, policymakers can ensure that all students, regardless of their socio-economic background or geographic location, have equal opportunities to access quality education (Mujahid, 2021).

Thirdly, policymakers should promote inclusivity and diversity within Islamic education by embracing innovative pedagogical approaches, incorporating local knowledge and cultural traditions into curriculum content, and promoting gender equality within educational institutions (Xiao & Watson, 2019). By fostering a culture of inclusivity and diversity, policymakers can create a more conducive learning environment that respects and celebrates the rich tapestry of Indonesia's socio-cultural and religious diversity (Muhammad Amri & Afifuddin, 2018).

Moreover, educators play a pivotal role in implementing and shaping educational policies within Islamic education institutions (Sahri & Aziz, 2023). Therefore, investing in teacher professional development, promoting continuous learning and capacity-building initiatives, and fostering a culture of collaboration and innovation among educators are essential. By equipping educators with the necessary skills, knowledge, and resources, policymakers can enhance the quality of teaching and learning within Islamic education institutions, ultimately improving educational outcomes for students (Zaini, 2021).

Furthermore, stakeholders, including religious leaders, community members, and civil society organizations, should actively engage in policy dialogues, advocacy efforts, and grassroots initiatives to promote the interests and rights of marginalized communities within Islamic education (Halstead, 2004). By amplifying the voices of marginalized groups, advocating for policy reforms, and mobilizing resources and support, stakeholders can contribute to building a more equitable and inclusive educational system that benefits all members of society.

Recommendations for policymakers, educators, and stakeholders to inform future policy formulation in Islamic education in Indonesia emphasize the importance of collaboration, inclusivity, and evidence-based decision-making. By working together and adopting a holistic approach to policy formulation, stakeholders can create a more equitable, responsive, and effective Islamic education system that meets the diverse needs of Indonesian society and fosters sustainable development in the long term. Exploration of strategies to enhance the inclusivity, quality, and relevance of Islamic education in Indonesia in alignment with national development goals.

IV. CONCLUSION

In conclusion, this journal has explored the multifaceted journey of Islamic education policy in Indonesia, tracing its historical roots, examining policy shifts, and analyzing their implications for the future. Through a comprehensive review of past policies, we have identified key lessons learned and provided recommendations for policymakers, educators, and stakeholders to inform future policy formulation. The challenges and opportunities arising from past policy shifts underscore the need for strategic planning, collaboration, and innovation in addressing complex educational issues. By embracing inclusivity, flexibility, and evidence-based decision-making, Indonesia can build a more equitable, responsive, and effective Islamic education system that meets the diverse needs of its population and contributes to the country's sustainable development goals. As we look towards the future, it is essential to remain committed to fostering a culture of dialogue, collaboration, and continuous improvement within the Islamic education community, ensuring that all students have equal opportunities to succeed and thrive in an increasingly interconnected world.

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