


Research Article

Decision Making and Planning in Islamic Educational Leadership

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Decision Making and Planning in Islamic Educational Leadership

Abstract. Decision making and planning play a strategic role in determining the direction and quality of leadership in all educational institutions, including the Islamic ones. This article analyzes the importance of decision-making and planning as two key components in Islamic educational leadership. The study was conducted with a qualitative approach using a literature study method. Data was collected from various related, relevant, and upto date literatures, including journals and books published in the last ten years. The results of this study indicate that effective decision-making and planning support educational leaders to make priorities and choose the best alternatives in solving problems and improving the quality of education policies and programs. Effective decision making and careful planning provide educational leaders with a strategic framework and structured steps to

achieve educational goals. The relationship between effective decision making and careful planning with the achievement of the goal is very important. Good planning guides decision-making, and the right decisions ensure optimal planning. By understanding this concept, educational leaders can create a conducive learning environment and continuously improve the quality of education.

Keywords: decision making, planning, Islamic educational leadership, quality of education

INTRODUCTION

Leadership in education has an important role in determining the direction, development, and quality of an educational institution. In this context, decision-making and planning are two main components that influence the success of educational leadership in achieving institutional goals.¹ Effective decision making allows leaders to choose the best alternative in solving problems, while thorough planning provides strategic guidance and structured steps to achieve the vision and mission of education.²

The ability and skills of a leader are important factors in motivating employees to work better. The influence of a leader greatly determines the direction of the organization's goals, because to realize the organization's goals, it is necessary to apply a role in leading work that is consistent with the work situation faced.³ The leader serves to guide, lead, guide, build work motivation, drive the organization, establish good communication, carry out regular supervision, and direct his subordinates to the desired target. The role of leadership has a strategic position in an organization.⁴

In an increasingly complex and dynamic educational environment, leaders are expected to be able to make decisions that are responsive to the needs of teachers, students, and external challenges such as curriculum changes and technological developments.⁵ In addition, good planning allows educational institutions to design programs that are in line with long-term and short-term goals, while maximizing the use of available resources. These two aspects are closely related to achieving high quality education and a conducive learning environment for Students.⁶

¹ Uba Umbara, "Implications of Constructivist Learning Theory in Mathematics Learning," *Scientific Mathematics Journal of STKIP Muhammadiyah Kuningan* 3, no. 1 (2017): 32.

² Wiwit Haryati, Muhammad Kristiawan, and Yenny Puspita, "School Principal Strategy in Improving the School Based Management Through the Quality of Education," *Proceedings of the International Conference on Education Universitas PGRI Palembang (INCoEPP 2021)* 565, no. INCoEPP (2021): 611-18, <https://doi.org/10.2991/assehr.k.210716.114>.

³ Silmun Najibah Anis Zohriah, Abdul Mu'in, "Decision Making Model in Islamic Education Institutions," *Paedagogia, Journal of Educational Studies, Research and Development* vol 14, no. 2 (2023): 421-30, <https://doi.org/10.29313/tjpi.v12i2.12035>.

⁴ Zilazaini et al., "Management and Leadership in Islam," *Educational Leadership: Journal of Educational Management* 2, no. 01 (2022): 86-99, <https://doi.org/10.24252/edu.v2i01.29907>.

⁵ Sevi Lestari, "Decision Making Strategy in Islamic Educational Leadership" 11, no. 2 (2024): 279-94.

⁶ Ahmad Sabri, "Kebijakan Dan Pengambilan Keputusan Dalam Lembaga Pendidikan Islam," *Al-Ta Lim Journal* 20, no. 2 (2013): 373-79, <https://doi.org/10.15548/jt.v20i2.34>.

Decision making and planning not only help educational leaders to achieve academic targets, but also create a healthy, participatory and change-adaptive organizational climate.⁷ Thus, the study of the importance of decision making and planning in educational leadership becomes relevant to understand how an educational leader can direct an institution towards success and contribute to improving the overall quality of education.⁸

According to Ridho et al.⁹ Decision making in Islamic educational leadership refers to the important process by which leaders or administrators of Islamic educational institutions make choices regarding policies, strategies, and measures to be implemented in the Islamic educational environment. These decisions include things like resource management, curriculum, school policies, and staff development. Problem solving in Islamic educational leadership is the skill and process used by leaders to identify, analyze, and find solutions to challenges and problems that arise in the management of Islamic educational institutions. It involves a deep understanding of Islamic principles, ethics, and principles of effective management.

Based on the background above, it is important and interesting to conduct research on the concept of Leadership in Decision Making and Planning in Islamic Education.

RESEARCH METHOD

This research uses a qualitative approach with a literature study method.¹⁰ to analyze the importance of decision making and planning in Islamic educational leadership. This literature study aims to collect and review secondary data from various sources from scientific journals, books, and research reports that are relevant to the topic of decision making and planning in the context of Islamic educational leadership. Literature sources are selected from publications in the last 10 years to be relevant to current educational dynamics.

After the data is collected, it is then analyzed using interactive analysis techniques.¹¹ The stages of analysis are collecting data, reducing, classifying, analyzing, and concluding.¹² These stages are carried out in accordance with the objectives, namely to describe the importance of decision making and planning in Islamic educational leadership.

⁷ M. Mahanum, "Pengambilan Keputusan Dan Perencanaan Kebijakan," *Jurnal Pendidikan Dan Ilmu Pendidikan* 6, no. 1 (2021): 154–63, <http://jurnal.dharmawangsa.ac.id/index.php/sabilarrasyad>.

⁸ Eki Nining Saputri et al., "Pengambilan Keputusan Dalam Kajian Manajemen Pendidikan Islam" 8 (2024): 4321–30.

⁹ Ahsanul Ridho et al., "Proses Pengambilan Keputusan Dan Solusi Dalam Manajemen Pendidikan Islam" 1, no. 1 (2024): 40–49.

¹⁰ T L Sajeevanie, "Literature Review and Academic Research," *International Journal of Creative Research Thoughts (IJCRT)* 9, no. 1 (2021): 2320–2882, www.ijcrt.org.

¹¹ Ahmad Rijali, "Analisis Data Kualitatif," *Alhadharah: Jurnal Ilmu Dakwah* 17, no. 33 (2019): 81, <https://doi.org/10.18592/alhadharah.v17i33.2374>.

¹² Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, Dan RnD*, 27th ed. (Bandung: Alfabet, 2017).

RESULTS AND DISCUSSION

Based on the study of data sources, it was found that Islamic educational leadership management prioritizes the attitude and decision-making strategy of the principal or madrasah head to improve the quality of Islamic education. The results of the study are described in the section below.

1. Decision Making in Islamic Educational Leadership

Educational leadership is a key factor in realizing quality education and having a positive impact on students. In the midst of the dynamics of education that continue to develop, educational leaders are required to have the ability to make decisions (decision making) and formulate strategic planning (planning)¹³. These two aspects are interrelated and collaborate to achieve the educational goals that have been set.

Decision making in educational leadership involves the process of selecting the best course of action from a range of available options to achieve established educational goals. This process involves factors such as situation analysis, data collection, consideration of options, and risk evaluation. The ability of educational leaders to make appropriate and strategic decisions will determine the direction and success of educational programs.

Decision making in educational institutions has an important role in motivating, leadership, communication, coordination, and organizational change. Each level of school administration makes decisions hierarchically. Decisions taken by administrators affect educational customers, especially students. Therefore, every educational administrator must have the skills to make decisions quickly, accurately, effectively, and efficiently.¹⁴

Decision Making Steps A manager needs to understand the decision making steps as stated by Mondy and Premeaux, which consist of five steps, namely a) Identifying problems or opportunities, b) Creating alternatives, c) Evaluating alternatives, d) Choosing the best alternative, and e) Implementing alternatives. Some principles that must be considered in decision making are: a) There must be a clear distinction between decision making and problem solving, b) Decision making must always be seen in relation to the goals to be achieved, c) Because decision making often involves guesswork, supporting data and comprehensive analysis are always needed in making a decision. And d) Leaders are not only able and willing to make decisions but are also responsible for all actions resulting from those decisions.

2. Planning in Educational Leadership

Planning in educational leadership is the process of formulating strategies and structured steps to achieve predetermined educational goals. Thorough and

¹³ Sabri, "Kebijakan Dan Pengambilan Keputusan Dalam Lembaga Pendidikan Islam."

¹⁴ Khiurul Anwar, *Kepemimpinan Pendidikan Islam, Institut Agama Islam Sunan Kalijogo Malang*, vol. 1 (Jawa Timur: Institut Agama Islam Sunan Kalijogo Malang Redaksi:, 2020), <https://doi.org/10.1088/1751-8113/44/8/085201>.

structured planning will help educational leaders manage resources, maximize efficiency, and ensure that educational programs run according to plan.

The relationship between decision making and planning in educational leadership is very close. Good planning will provide a clear framework for decision making, while proper decision making will ensure that planning is in accordance with the needs and dynamics of the educational environment.

In this planning process, initial actions are formulated before carrying out activities in an organization, this planning is a determinant of the difference in performance of one organization with another organization in implementing plans to achieve goals and stating who made the planning because in fact the planning provides direction, reduces influence, changes, increases contributions and compiles measurements to facilitate other managerial processes, especially the supervisory function.

Basically, all planning activities go through four basic stages as follows:

- a. The first step is to establish a goal or set of goals. Planning begins with decisions about what the organization or work group wants or needs. Without clearly defined goals, the organization will use resources ineffectively.
- b. The second stage is to formulate the current situation. Understanding the current position of the organization from the goals to be achieved or the various resources available to achieve the goals is very important because the goals and plans concern the future.
- c. The third stage is to identify all the facilities and obstacles. All strengths and weaknesses as well as facilities and obstacles need to be identified to measure the organization's ability to achieve its goals.
- d. The fourth stage is developing a plan or series of activities to achieve the goal. The final stage in this planning process includes developing various alternative activities to achieve the goal.

Educational leadership is not just about leading, but also about directing. In the midst of the ever-changing dynamics of the world of education, planning becomes a vital element in achieving the goals set. Planning in educational leadership is not just a to-do list, but a structured and strategic roadmap, guiding schools towards success. Planning in educational leadership is not a static process, but rather a dynamic and adaptive one. Educational leaders need to periodically evaluate the plans that have been made, make adjustments if necessary, and always be ready to adapt to changes that occur. The concept of planning in educational management must be the focus of attention for all parties who care about a better and more meaningful future of education.¹⁵

3. The Importance of Decision Making and Planning for Islamic Education

The Principal needs to have strategic steps in decision making, namely the investigation, design and selection stages. Investigations are carried out by studying the environment for conditions that require decisions. At this stage, the raw data obtained is processed and tested and used as a guide to find out or recognize the

¹⁵ Anwar.

problem. The design stage is carried out by registering, developing, analyzing possible directions of action. The selection stage is carrying out the activity of selecting the direction of action from all that exists. An important element in making decisions related to operations and strategies is the deliberation process.¹⁶

In an organizational setting, decision making is the most important part of planning activities. It allows a decision to have an impact on solving a problem or even adding to the problem.¹⁷ Educational institutions are one part of an organized institutional unit, so that there are decision-making activities carried out by a leader of an educational institution as a manager. In its implementation, decision-making is very important in realizing strategic steps in implementing planning and activities to be carried out. Therefore, decision-making in the world of education; especially for leaders of educational institutions must be able to choose the right decision alternatives so that the goals of the educational institution organization in improving the performance and quality of education can be achieved optimally.

Leadership in education requires leaders not only to have a clear vision but also the ability to carry out that vision effectively. Two important aspects that often appear in educational leadership are decision making and planning. Although both have important roles in achieving institutional goals, decision making and planning have different characteristics, processes, and goals.

1. Definition and Main Focus

Decision making is the process of choosing between alternatives to solve a problem or achieve a specific goal. In educational leadership, decision making aims to answer the needs or challenges faced, whether in terms of operations, academics, or resource management. Educational leaders are often faced with situations that require quick decisions, for example, dealing with student problems, responding to new government policies, or deciding on budget allocations.¹⁸

See In turn, planning is the process of formulating structured and strategic steps to achieve the institution's long-term vision and mission. Planning involves setting long-term goals, identifying needed resources, and clearly delineating tasks. In the context of education, planning includes creating teaching programs, developing curricula, and planning professional development for teachers. The primary focus of planning is to design a framework and strategies that will guide the educational institution towards long-term success.

2. Process and Stages

Decision making usually begins with problem identification, continues with analysis of alternative solutions, and ends with selecting the best solution. This process is often reactive, that is, it occurs in response to a particular problem or situation that requires a quick resolution. In making decisions, educational leaders must consider various factors, such as short-term impacts, the interests of the parties involved, and available resources.

¹⁶ Anam Miftakhul Huda; Martanti; Diana Elvianita, *Pengantar Manajemen Strategik 1*, Jayapangus Press Books, 2018, <http://jayapanguspress.org>.

¹⁷ Sabri, "Kebijakan Dan Pengambilan Keputusan Dalam Lembaga Pendidikan Islam."

¹⁸ Nazarudin, *Manajemen Strategik, NoerFikri Offset*, 2018, http://repository.radenfatah.ac.id/7078/1/Buku_manajemen_strategik-digabungkan.pdf.

Planning, on the other hand, is a more proactive and structured process. The planning process usually begins with the establishment of the institution's vision and mission, followed by situation analysis, identification of goals and objectives, and formulation of strategies to achieve them. Planning also involves the creation of implementation schedules and success indicators, so that leaders have clear guidance on the steps to be taken. Because of its long-term nature, planning requires more in-depth analysis and coordination with various parties.¹⁹

3. Objectives and Expected Results

Decision making in educational leadership aims to solve existing problems or take advantage of emerging opportunities. For example, school leaders may have to make decisions regarding crisis management when an emergency or internal conflict occurs. In this case, the expected outcome is an effective and efficient solution that can be implemented immediately to achieve stability in school operations.²⁰

Planning, on the other hand, aims to build a strong foundation for the sustainability of educational institutions. For example, in strategic planning, school leaders will establish programs to improve the quality of teaching, develop relevant curricula, or design periodic training for Teachers.²¹ The expected result of planning is the achievement of long-term goals, which will lead the institution to continuous quality improvement.

4. Time and Orientation Characteristics

Decision making tends to be short-term because it focuses on responding quickly to current situations. This process often requires speed in responding to evolving situations. Therefore, decisions can be temporary or situational and may not have long-term impacts. In contrast, planning is long-term and more structured. Planning has a clear future orientation, meaning that educational leaders identify goals they want to achieve in the next few years. A well-thought-out plan takes longer to develop and execute, but its impact can be felt in the long term.²²

Perthe difference between decision making and planning lies in the focus, process, objectives, time orientation, and expected results. Decision making in educational leadership is more responsive and oriented towards solving short-term problems, while planning is proactive and oriented towards achieving long-term goals. Both have essential roles in ensuring the success of educational institutions, because thorough planning provides a strong foundation for effective decision making. In educational leadership, the balance between quick decision making and strategic planning is the key to achieving sustainability and success in creating a responsive and quality educational environment.

¹⁹ Fajar Supanto, "Manajemen Strategi Organisasi Publik Dan Privat," *Manajemen and Organisation*, 2019.

²⁰ Totok Sudarmanto, "Peran Kepala Madrasah Dalam Mengembangkan Profesionalisme Guru Madrasah Aliyah Negeri 1 Jember" (Institut Agama Islam Negeri Jember, 2019).

²¹ Supoyo Supoyo, "Upaya Meningkatkan Kinerja Guru Melalui Supervisi Akademik Kepala Sekolah Di SMK Negeri 2 Wonosari," *Aksara: Jurnal Ilmu Pendidikan Nonformal* 7, no. 3 (2021): 1193, <https://doi.org/10.37905/aksara.7.3.1193-1200.2021>.

²² Akviani Fauziah Hasanah, "Strategi Perencanaan Pembelajaran Untuk Meningkatkan Prestasi Peserta Didik" 3 (2024): 6065-72.

Between decision making and planning there is a strong correlation. Both are related between planning is the result of initial decisions and decisions are the result of planning and for further planning. For that, a principal or madrasah in an Islamic educational institution is important to have good planning skills.²³

CONCLUSION

Based on data analysis it can be concluded that decision making and planning are two fundamental elements in Islamic educational leadership that are interrelated to achieve the goals of educational institutions. Appropriate decision making allows educational leaders to choose the best solution in overcoming problems, while thorough planning provides strategic direction and structured steps in achieving the vision and mission of the institution. In a dynamic educational environment, these two aspects contribute to creating high quality education and a conducive learning environment.

Islamic educational leadership requires not only managerial skills but also a deep understanding of Islamic principles, to ensure that every policy, strategy, and decision is in line with Islamic values. Therefore, educational leaders are required to have skills in making responsive decisions and adaptive planning to face internal and external challenges, as well as maximizing the potential of existing resources.

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²³ Mahanum, "Decision Making and Policy Planning."

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