

Islamic Education at a Crossroads: An Analysis of Public Policy, Educational Politics, and Islamic Economics in Indonesia

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Abstract

Islamic education in Indonesia stands at a strategic yet challenging crossroads amid the dynamics of public policy, educational politics, and the development of the Islamic economic system. This study aims to analyze the interrelationship between public policy, national educational politics, and the contribution of Islamic economics to the sustainability of Islamic education in Indonesia. The research employs a qualitative library research method by examining books, academic journals, government policy documents, and relevant previous studies. The findings indicate that Islamic education faces structural challenges, including policy disparities, politicization of educational regulations, and the suboptimal integration of Islamic economic instruments in educational financing. Nevertheless, significant opportunities remain through inclusive public policy reform, equitable educational politics, and the optimization of Islamic economic mechanisms. This study concludes that synergy between public policy, educational politics, and Islamic economics is essential for strengthening and sustaining Islamic education in Indonesia.

Keywords: Islamic Education, Public Policy, Educational Politics

Abstrak

Pendidikan Islam di Indonesia berada pada posisi strategis sekaligus dilematis di tengah dinamika kebijakan publik, politik pendidikan, dan perkembangan ekonomi syariah. Penelitian ini bertujuan untuk menganalisis keterkaitan antara kebijakan publik, arah politik pendidikan nasional, serta kontribusi ekonomi syariah terhadap penguatan dan tantangan pendidikan Islam di Indonesia. Metode penelitian yang digunakan adalah library research dengan pendekatan kualitatif, yaitu mengkaji berbagai sumber literatur berupa buku, jurnal ilmiah, dokumen kebijakan pemerintah, dan hasil penelitian terdahulu yang relevan. Hasil penelitian menunjukkan bahwa pendidikan Islam menghadapi tantangan struktural berupa ketimpangan kebijakan, politisasi regulasi pendidikan, serta belum optimalnya integrasi ekonomi syariah

dalam pembiayaan dan pengelolaan lembaga pendidikan Islam. Namun demikian, peluang besar tetap terbuka melalui reformulasi kebijakan publik yang inklusif, penguatan politik pendidikan yang berkeadilan, dan optimalisasi instrumen ekonomi syariah. Penelitian ini menyimpulkan bahwa sinergi antara kebijakan publik, politik pendidikan, dan ekonomi syariah merupakan kunci strategis bagi keberlanjutan dan kualitas pendidikan Islam di Indonesia.

Kata kunci: Pendidikan Islam, Kebijakan Publik, Politik Pendidikan

Introduction

Islamic education is a crucial pillar of Indonesia's national education system, boasting a long history and significant contributions to human resource development. Islamic education serves not only as a means of transmitting Islamic values but also as an instrument for shaping national character. In the context of Indonesia's diverse society, Islamic education plays a strategic role in instilling the values of moderation, tolerance, and social justice.¹ However, current social, political, and economic dynamics place Islamic education in a complex situation. This situation places Islamic education at a crossroads between idealistic values and policy realities. Therefore, an in-depth analysis of the public policy context is crucial.

Changes in public policy in education often have a direct impact on the sustainability of Islamic educational institutions. Centralized and decentralized regulations have different implications for Islamic madrasas (Islamic boarding schools), Islamic boarding schools (pesantren), and Islamic universities.² In practice, Islamic education often faces limitations in budgets, facilities, and equal access to policies. This indicates structural inequalities within the national education system. Public policy that is not fully responsive to the needs of Islamic education is a major challenge. Therefore, public policy studies serve as a crucial foundation for this research.

In addition to public policy, educational politics also has a significant influence on the direction and quality of Islamic education. Educational politics reflects how power, interests, and ideology influence decision-making in the education sector. In the Indonesian context, Islamic education is often an arena for political tug-of-war. This situation impacts the regulation, curriculum, and governance of Islamic education.³ When educational politics are not managed fairly, Islamic education has the potential to be marginalized. Therefore, understanding educational politics is a crucial aspect of this study.

Sharia economics is also a crucial factor that cannot be separated from discussions of Islamic education. The growth of the sharia economy in Indonesia opens up significant opportunities for financing and strengthening Islamic educational institutions.⁴ Instruments such as zakat, waqf, and Islamic banking have significant potential to support the sustainability

¹ Ujang Miftahudin and Jaelani Husni, "Manajemen Evaluasi Pesantren: Dulu, Kini Dan Nanti," *AL GHAZALI: Jurnal Pendidikan Dan Pemikiran Islam*, 2024, 31–43, <https://doi.org/10.69900/ag.v4i1.207>.

² Mahlida Farina, "Efektivitas Penggunaan Media Digital Dalam Pembelajaran Anak Usia Dini Di Paud Idola Desa Amawang Kiri," *AL GHAZALI: Jurnal Pendidikan Dan Pemikiran Islam*, 2024, 44–58, <https://doi.org/10.69900/ag.v4i1.205>.

³ Moh. Fauzan and Ramdanil Mubarak, "Implementasi Nilai Spiritual Dalam Pengajaran Pendidikan Agama Islam Melalui Pengembangan Kecerdasan Spiritual," *AL GHAZALI: Jurnal Pendidikan Dan Pemikiran Islam*, 2024, 59–77, <https://doi.org/10.69900/ag.v4i1.208>.

⁴ Mukhlis Mukhlis, Ahyar Rasyidi, and Husna Husna, "Tujuan Pendidikan Islam: Dunia, Akhirat Dan Pembentukan Karakter Muslim Dalam Membentuk Individu Yang Berakhlak Dan Berkontribusi Positif," *AL GHAZALI: Jurnal Pendidikan Dan Pemikiran Islam*, 2024, 1–20, <https://doi.org/10.69900/ag.v4i1.189>.

of education.⁵ However, this potential has not been optimally utilized within the Islamic education system. The limited integration between sharia economics and Islamic education is an issue that requires further study.⁶ Therefore, this study positions sharia economics as a crucial variable.

Globalization and modernization also pose unique challenges for Islamic education in Indonesia. The flow of information and technology demands that Islamic educational institutions adapt without losing their identity.⁷ Islamic education is required to be globally competitive while remaining rooted in Islamic values.⁸ This situation demands adaptive and progressive education policies. Without appropriate policy support, Islamic education risks being left behind. Therefore, policy analysis is highly relevant.

Besides the challenges, Islamic education also offers significant opportunities within the context of national development.⁹ The Indonesian government has normatively recognized Islamic education as part of the national education system.¹⁰ This recognition opens up opportunities for strengthening the institutions and quality of Islamic education. However, formal recognition has not always been followed by equitable policy implementation. The gap between regulation and practice is a recurring issue. Therefore, this research seeks to bridge this gap.

Islamic education also plays a role in building the ummah's economy through integration with sharia economics. A curriculum that accommodates sharia economic literacy can produce competent human resources.¹¹ This is crucial for supporting the development of the halal industry and sharia finance. However, this integration is still partial and not yet systemic. A holistic policy approach is needed to optimize it. Therefore, this study highlights the importance of such integration.

In the context of educational decentralization, the role of local governments is also crucial. Different regional policies unevenly impact the quality of Islamic education. Some regions fully support Islamic education, while others pay less attention. This situation creates disparities in quality between regions. Therefore, public policy analysis needs to consider both central and regional dimensions. This is one of the focuses of this research.

⁵ Putri Paradiva Arifin, Ramdanil Mubarak, and Muhammad Imam Syafi'i, "Transformasi Budaya Religius: Strategi Implementasi Pendidikan Agama Islam Di Sekolah Menengah Pertama Islam DDI Sangatta Utara," *AL GHAZALI: Jurnal Pendidikan Dan Pemikiran Islam* (Sekolah Tinggi Agama Islam Banjarmasin, 2024), <https://doi.org/10.69900/ag.v4i2.209>.

⁶ F Firmansyah, "The Purpose of Education from the Perspective of Hadith in Instilling Islamic Values Dynamically in Daily Life," *AL GHAZALI: Jurnal Pendidikan Dan ...*, 2025, https://jurnal.staialjamibjm.ac.id/index.php/AL_GHAZALI/article/view/479.

⁷ T Tanuri, "Exploring the Roles and Challenges of the Sandwich Generation in the Context of Islamic Education and Family Ethics," *AL GHAZALI: Jurnal Pendidikan Dan Pemikiran ...*, 2025, https://jurnal.staialjamibjm.ac.id/index.php/AL_GHAZALI/article/view/451.

⁸ M Mukhlis, N Huda, and D Hermina, "The Effectiveness of the Lok-R Model in Enhancing Academic Achievement in the Islamic Religious Education Study Program," *AL GHAZALI: Jurnal ...*, 2025, https://jurnal.staialjamibjm.ac.id/index.php/AL_GHAZALI/article/view/417.

⁹ P Rijani and R Hidayat, "Menjelajahi Maqamat Spiritual: Kontribusi KH Juchran Erfan Ali Terhadap Tasawuf Dan Pendidikan Islam Di Pondok Pesantren Ushuluddin Kabupaten Banjar," *AL GHAZALI: Jurnal Pendidikan Dan ...*, 2024, https://jurnal.staialjamibjm.ac.id/index.php/AL_GHAZALI/article/view/513.

¹⁰ A Rusydi, A Khalidi, and Z Najirah, "Pengaruh Punishment Beda Kerudung Dalam Meningkatkan Mahārah Kalām Santriwati Ihya Ulumuddin Nur Sufi'iyah Amuntai," *AL GHAZALI: Jurnal ...*, 2025, https://jurnal.staialjamibjm.ac.id/index.php/AL_GHAZALI/article/view/435.

¹¹ B Nadrah, M A Alwahid, and ..., "Peran Guru Tahfidz Dalam Meningkatkan Kualitas Hafalan Al-Qur'an Peserta Didik Di Sekolah Huffadz Qur'an Taman Sari Persada," *AL GHAZALI: Jurnal ...*, 2025, https://jurnal.staialjamibjm.ac.id/index.php/AL_GHAZALI/article/view/434.

Islamic education also faces internal challenges in terms of institutional management and professionalism.¹² Limited human resources and governance are perennial issues. This situation is often exacerbated by ineffective policies. Therefore, internal improvements must go hand in hand with external policy reforms. Synergy between internal and external factors is key to success. This is a key argument in this introduction.

Based on this description, this research stems from an awareness of the complexity of Islamic education issues in Indonesia. Islamic education stands at a crossroads between opportunities and challenges. Therefore, a comprehensive analysis involving public policy, educational politics, and Islamic economics is necessary. This research is expected to provide both academic and practical contributions. Thus, Islamic education can develop sustainably and equitably.

Literature Review

Islamic education has been the subject of numerous academic studies in Indonesia. Many researchers highlight the historical role of Islamic education in shaping the religious identity of society.¹³ Islamic education is viewed as an institution that not only transfers knowledge but also moral and spiritual values.¹⁴ In classical literature, Islamic boarding schools (pesantren) and madrasahs (madrasahs) are cited as the primary foundations of Islamic education.¹⁵ However, modern developments demand institutional transformation. Therefore, literature review is an essential foundation for understanding the dynamics of Islamic education.

Research on public policy in Islamic education reveals unequal resource allocation. Several studies have found that madrasahs often receive smaller budgets than public schools. This impacts the quality of educational facilities and infrastructure. Public policies that are not fully inclusive are a major concern. Researchers emphasize the importance of affirmative action policies for Islamic education. These findings are relevant to the focus of this research.

Educational politics is also widely discussed in academic literature. Educational politics is understood as the process of distributing power in educational decision-making. Several studies have shown that educational policy is often influenced by short-term political interests. Islamic education is frequently the object of politicization.¹⁶ This situation impacts policy stability. This literature provides a theoretical foundation for analyzing educational politics.

Studies on Islamic economics in Islamic education are relatively limited. However, several studies highlight the potential of productive waqf in education financing. Educational waqf is seen as an alternative solution for sustainable financing. Other studies examine the role

¹² M Yusran and M N Effendi, "Pendidikan Keluarga Dalam Al-Quran," *AL GHAZALI: Jurnal Pendidikan ...*, 2024, https://jurnal.staialjamibjm.ac.id/index.php/AL_GHAZALI/article/view/304.

¹³ D Kuswianto and O Ariyanti, "Aktivisme Dakwah Digital Santri Milenial Di Pondok Pesantren Tanbihul Ghofilin Banjarnegara," *AL GHAZALI: Jurnal Pendidikan ...*, 2025, https://jurnal.staialjamibjm.ac.id/index.php/AL_GHAZALI/article/view/439.

¹⁴ M O Mabruuri, S Amin, and ..., "Penggunaan Aplikasi Quran Belajar Indonesia Dalam Pembelajaran Al-Qur'an Di MDTA Hidayatut Tholabah DesaTegalreja Kecamatan Banjarharjo Kabupaten ...," *AL GHAZALI: Jurnal ...*, 2025, https://jurnal.staialjamibjm.ac.id/index.php/AL_GHAZALI/article/view/438.

¹⁵ A L Sari and S Mulyani, "Pengaruh Lingkungan Keluarga Terhadap Akhlak Siswa Sebagai Pembentuk Pola Kepribadian," *AL GHAZALI: Jurnal Pendidikan Dan ...*, 2024, https://jurnal.staialjamibjm.ac.id/index.php/AL_GHAZALI/article/view/210.

¹⁶ A Setiawan and S S F Ahla, "Konsep Model Inovasi Kurikulum KBK, KBM, KTSP, K13, Dan Kurikulum Merdeka (Literature Review)," *AL GHAZALI: Jurnal Pendidikan ...*, 2022, https://jurnal.staialjamibjm.ac.id/index.php/AL_GHAZALI/article/view/80.

of zakat in supporting access to education. However, the implementation of Islamic economics in education still faces regulatory challenges. This literature serves as an important reference for this research.

Previous research has also discussed the integration of Islamic education curricula with job market needs. Islamic education is expected to produce competitive graduates. Several studies have shown a gap between the curriculum and industry needs.¹⁷ This poses a serious challenge for Islamic education. Therefore, curriculum policy has become the focus of this study. This literature enriches the research perspective.

Studies on educational decentralization show varying impacts on Islamic education. In some regions, decentralization increases innovation in Islamic education. However, in others, decentralization actually widens inequality. This demonstrates the importance of central and regional coordination. This literature is relevant to public policy analysis. This study adopts these findings as the basis for its analysis.

International studies on Islamic education provide a comparative perspective. Several countries have successfully integrated Islamic education into their national systems. Policy and funding factors are key to success. Indonesia can learn from these experiences.¹⁸ This international literature provides additional insights and enriches the theoretical framework of this research.

Research on Islamic educational management emphasizes the importance of professionalism. Good governance contributes to educational quality. However, many Islamic educational institutions are still managed traditionally.¹⁹ This situation presents an internal challenge. This literature points to the need for management reform. These findings are relevant to the research discussion.

Literature on education budget politics indicates allocation bias. Islamic education is often marginalized. This research highlights the need for policy advocacy. Without strong advocacy, Islamic education will struggle to develop. This literature provides an argumentative basis, supporting the focus of this research.

Studying the role of the community in Islamic education is also crucial. Community participation is a key strength of Islamic education.²⁰ However, this participation requires policy support. This literature emphasizes the importance of collaboration and serves as an important reference.

Research on Islamic education regulations demonstrates bureaucratic complexity. Overlapping regulations often pose a barrier, hindering innovation.²¹ This literature provides a snapshot of structural issues. This research adopts this perspective.

¹⁷ A T Fitrianto, "Relevansi Pendidikan Jasmani Dengan Tujuan Pendidikan Islam Dalam Membentuk Individu Yang Seimbang Secara Fisik, Mental, Dan Spiritual," *AL GHAZALI: Jurnal Pendidikan Dan ...*, 2023, https://jurnal.staialjamibjm.ac.id/index.php/AL_GHAZALI/article/view/194.

¹⁸ F Firmansyah, "The Purpose of Education from the Perspective of Hadith in Instilling Islamic Values Dynamically in Daily Life," *AL GHAZALI: Jurnal Pendidikan Dan ...*, 2025, https://jurnal.staialjamibjm.ac.id/index.php/AL_GHAZALI/article/view/479.

¹⁹ T Tanuri, "Exploring the Roles and Challenges of the Sandwich Generation in the Context of Islamic Education and Family Ethics," *AL GHAZALI: Jurnal Pendidikan Dan Pemikiran ...*, 2025, https://jurnal.staialjamibjm.ac.id/index.php/AL_GHAZALI/article/view/451.

²⁰ A Dzaky, S Syahrani, and H Zahra, "Pengaruh Pembelajaran Akidah Akhlak Terhadap Perilaku Siswa Di MIN 24 Hulu Sungai Utara," *AL GHAZALI: Jurnal ...*, 2023, https://jurnal.staialjamibjm.ac.id/index.php/AL_GHAZALI/article/view/153.

²¹ A Nabriz et al., "The Dynamics of Fiqh and Ushul Fiqh as a Treasury of Islamic Sharia for In-Depth Understanding," *AL GHAZALI: Jurnal ...*, 2023, https://jurnal.staialjamibjm.ac.id/index.php/AL_GHAZALI/article/view/193.

Studies of the political economy of Islamic education highlight the relationship between power and resources. Islamic education often falls outside the policy mainstream, impacting the sustainability of the institution.²² This literature is relevant to the political analysis of education. This research expands on that research.

The literature on Islamic education and national development demonstrates the significant contribution of Islamic education. Islamic education plays a role in developing national character. However, this contribution has not been fully recognized.²³ This literature provides a normative basis, strengthening the research argument.

Studies on the digital transformation of Islamic education are also beginning to develop. Digitalization opens up new opportunities.²⁴ However, significant infrastructure challenges remain. This literature points to the need for adaptive policies. This research considers these aspects, based on the existing literature, a research gap is evident. The integration of public policy, educational politics, and Islamic economics has not been comprehensively studied. This research seeks to fill this gap. Therefore, it has both academic and practical relevance.

Method

This research uses a qualitative approach using library research. This method was chosen because it is appropriate for examining concepts, policies, and theories related to Islamic education. Library research allows researchers to analyze various written sources in depth. Data sources include books, scientific journals, policy documents, and research reports. This method also allows researchers to conduct critical analysis. Therefore, library research is considered relevant.

The first stage of the research is literature data collection. Researchers identify sources relevant to the research theme. These sources are selected based on their credibility and relevance. The selection process is carried out systematically. The selected literature encompasses a multidisciplinary perspective. This aims to obtain a comprehensive picture.

The second stage is data analysis. Data were analyzed using content analysis techniques. Researchers reviewed the literature to identify themes and patterns. The analysis was conducted inductively and deductively. This approach allows researchers to link theory to the empirical context. The results of the analysis were then synthesized. This process was repeated.

The third stage is data interpretation. Researchers interpret the findings based on a theoretical framework. Interpretation is conducted taking into account the Indonesian policy context. Researchers also compare the findings with previous research. This aims to identify similarities and differences. Interpretation is conducted critically. This ensures greater validity of the research results, the final stage is drawing conclusions. Conclusions are formulated based on the analysis and interpretation. Researchers formulate theoretical and practical implications.

²² M Mukhlis, N Huda, and D Hermina, "The Effectiveness of the Lok-R Model in Enhancing Academic Achievement in the Islamic Religious Education Study Program," *AL GHAZALI: Jurnal ...*, 2025, https://jurnal.staialjamibjm.ac.id/index.php/AL_GHAZALI/article/view/417.

²³ R Hidayat and M Riyannor, "Pembinaan Sikap Disiplin Santri Di Pondok Pesantren Al Karamah Desa Keramat Kecamatan Amuntai Selatan Kabupaten Hulu Sungai Utara," *AL GHAZALI: Jurnal Pendidikan ...*, 2023, https://jurnal.staialjamibjm.ac.id/index.php/AL_GHAZALI/article/view/181.

²⁴ M Dewi and M Mukhlis, "Peran Guru Dalam Meningkatkan Minat Baca Siswa Madrasah Aliyah Raudhatul Islamiyah Kecamatan Sungai Tabuk Kabupaten Banjar," *AL GHAZALI: Jurnal Pendidikan Dan ...*, 2022, https://jurnal.staialjamibjm.ac.id/index.php/AL_GHAZALI/article/view/11.

The conclusions also include policy recommendations. This process is conducted reflectively. Thus, this research makes a meaningful contribution.

Results and Discussion

The research results show that public policy has a significant influence on Islamic education. Budget policy is a major factor determining educational quality.²⁵ Madrasahs and Islamic boarding schools often receive limited budget allocations. This situation impacts facilities and the quality of learning. Public policies that are not yet affirmative pose a structural challenge. This confirms the findings of previous research.

Educational politics also influence the direction of Islamic education policy. Islamic education is often the object of political compromise. The resulting policies do not always favor educational interests. This situation creates regulatory uncertainty. The impact is felt by Islamic educational institutions. This demonstrates the importance of political stability in education.

Sharia economics holds significant potential for supporting Islamic education. Waqf and zakat instruments can serve as alternative sources of funding.²⁶ However, implementation remains limited. Lack of supportive regulations poses a barrier. Furthermore, Sharia economic literacy remains low. This situation hinders the optimization of the Sharia economy's potential.

The integration of public policy and Islamic economics remains suboptimal. Education policies rarely incorporate Islamic economic instruments. This demonstrates a lack of synergy between sectors. This integration could strengthen Islamic education. A cross-sectoral policy approach is needed. These findings represent an important contribution to this research.

Decentralization of education has had diverse impacts. In some regions, Islamic education has developed rapidly.²⁷ However, in others, it has lagged behind. This demonstrates the imbalance in regional policies. Coordination between the central and regional governments is key. This finding reinforces previous literature.

The management of Islamic educational institutions is also a crucial factor. Institutions with professional management tend to be more adaptable. However, many institutions are still managed traditionally. This situation limits innovation. Policy support is needed to improve management capacity. These findings are relevant to the policy context.

Islamic education curricula face challenges of relevance. Curricula are often not integrated with the needs of Islamic economics. This leaves graduates less competitive. Curriculum reform is an urgent need. Curriculum policies must be adaptive. These findings demonstrate the importance of curriculum integration.

Community participation is a key strength of Islamic education. Community support contributes to the sustainability of institutions. However, this participation requires policy facilitation. Without policy support, community participation is limited. This demonstrates the importance of participatory policies. These findings enrich the discussion.

²⁵ H Harlina and N F Firantinur, "Fenomena Korean Wave Terhadap Perilaku Belajar Pada Siswa Kelas XII IPA Di Madrasah Aliyah Negeri 3 Banjarmasin," *AL GHAZALI: Jurnal Pendidikan ...*, 2023, https://jurnal.staialjamibjm.ac.id/index.php/AL_GHAZALI/article/view/188.

²⁶ M Mukhlis, M H Basari, and ..., "The Study" Urgency of Asbabun Nuzul and Contribution in Understanding the Qur'an," *AL GHAZALI: Jurnal ...*, 2023, https://jurnal.staialjamibjm.ac.id/index.php/AL_GHAZALI/article/view/186.

²⁷ Mukhlis Mukhlis, "Lingkungan Pendidikan Islam Dan Problematika: (Kajian Terkait Komponen Utama Lingkungan Pendidikan Islam)," *AL GHAZALI: Jurnal Pendidikan Dan Pemikiran Islam*, 2023, 76–92, <https://doi.org/10.69900/ag.v3i2.176>.

The digitalization of Islamic education presents new opportunities. Technology can improve access and quality of education. However, infrastructure remains a barrier. Digitalization policies need to be strengthened. These findings demonstrate the need for adaptive policies, relevant to the global context.

Islamic education makes a significant contribution to character development. Islamic values support social development. However, this contribution has not been fully recognized. Educational policies need to accommodate the values aspect. These findings demonstrate the need for a holistic approach, which is a key point for discussion.

The relationship between budget politics and Islamic education is very close. Budget allocation reflects political priorities.²⁸ Islamic education is often not a top priority. This impacts the quality of education. Policy advocacy is crucial. This finding underscores the role of educational politics.

Integrating Islamic education and sharia economics can strengthen the ummah's economy. Education can be the foundation for developing sharia-compliant human resources. However, this integration remains weak. Education policies have not yet accommodated the needs of the sharia economy. These findings indicate significant opportunities and serve as research recommendations.

Table of main findings of the study:

Aspect	Key Findings	Implications
Public Policy	Budget inequality	The need for affirmative policies
Education Politics	Politicization of policy	Regulatory stability
Sharia Economics	Potential is not optimal	Cross-sector integration
Management	Low professionalism	Capacity building
Curriculum	Less relevant	Curriculum reform

Based on the table, it is clear that Islamic education cannot be analyzed singly or partially because it has interconnected dimensions. Public policy aspects influence how Islamic education is regulated and funded by the state. At the same time, educational politics determine the direction, priorities, and alignments of these policies. Sharia economics presents a potential solution to limited funding and strengthening Islamic educational institutions. When one aspect is neglected, the Islamic education system becomes unequal. Therefore, a multidimensional approach is imperative in discussing Islamic education in Indonesia.

Public policy issues in Islamic education are often characterized by unequal resource allocation. Madrasahs and Islamic boarding schools (pesantren) still face budget constraints compared to general educational institutions. This situation indicates that public policy is not fully equitable. This inequality directly impacts the quality of facilities, infrastructure, and teaching staff. If public policy is not formulated affirmatively, Islamic education will continue to be marginalized. This underscores the importance of inclusive policy reform.

Educational politics plays a strategic role in determining the direction of Islamic education policy. Political decisions are often influenced by short-term interests and power

²⁸ Mukhlis, Basari, and ..., "The Study" Urgency of Asbabun Nuzul and Contribution in Understanding the Qur'an".

dynamics. As a result, Islamic education policy becomes inconsistent and lacks sustainability. The politicization of education can hinder innovation and institutional development. In this context, Islamic education requires political stability oriented toward long-term interests. Without such stability, Islamic education will struggle to develop optimally.

Sharia economics offers significant opportunities to support the sustainability of Islamic education. Instruments such as zakat, infaq, sedekah, and waqf hold significant potential for financing education. However, this potential has not been fully utilized due to regulatory and management limitations. The integration of sharia economics into education policy remains sporadic. Policies are needed to encourage the systematic use of sharia economic instruments. This way, Islamic education can have a sustainable source of funding.

Synergy between public policy and Islamic economics is a key element in this discussion. Public policy can act as a facilitator for the development of Islamic economics in the education sector. Regulations that support productive waqf and Islamic financing will strengthen Islamic educational institutions. Without policy support, Islamic economics will struggle to contribute optimally. Therefore, cross-sector synergy is urgently needed. This demonstrates that a partial approach will be ineffective.

Islamic education stands at a crossroads between preserving tradition and modernizing. On the one hand, Islamic education has a strong legacy of values and traditions. On the other hand, the demands of the times demand innovation and adaptation. Educational policies must be able to bridge these two interests.²⁹ Without appropriate policies, Islamic education risks losing relevance. Therefore, adaptive and progressive policies are essential.

The challenges of globalization also impact the current status of Islamic education. Global currents bring new standards for educational quality and graduate competency. Islamic education is required to compete at the national and global levels. However, these challenges also present opportunities for quality improvement. With appropriate policy support, Islamic education can positively leverage globalization. This demonstrates that challenges and opportunities coexist.

Decentralization of education has had complex impacts on Islamic education. In some regions, local policies have been able to encourage innovation in Islamic education. However, in others, Islamic education has experienced limited support. Inter-regional inequality has become a serious problem. This highlights the need for strong coordination between the central and regional governments. Policy synergy is a key factor in the success of decentralization.

The management of Islamic educational institutions is also a multidimensional issue. Institutions with professional management tend to be better able to capitalize on policy opportunities. Conversely, institutions with weak governance struggle to develop. Strengthening management capacity must be part of education policy. Without internal strengthening, external support will be ineffective. This underscores the importance of a comprehensive approach.

The Islamic education curriculum also needs to be discussed in the context of this crossroads. A curriculum that is irrelevant to the needs of the times will hinder the competitiveness of graduates. Integrating Islamic knowledge with modern knowledge is a requirement. Curriculum policy must be able to address this challenge. Without curriculum reform, Islamic education will be left behind. Therefore, curriculum policy is a crucial part of the solution.

²⁹ A Rasyidi and R Hidayat, "Pelaksanaan Tahfiz Al Qur'an Bagi Siswa Madrasah Aliyah Al Hamid Kecamatan Banjarmasin Utara," *AL GHAZALI: Jurnal Pendidikan ...*, 2021, https://jurnal.staialjamibjm.ac.id/index.php/AL_GHAZALI/article/view/107.

Community participation is a key strength of Islamic education in Indonesia. Public support has maintained the sustainability of Islamic educational institutions for years. However, this participation needs to be strengthened through supportive policies. The state must act as a partner, not merely a regulator. Collaboration between the state and the community will strengthen Islamic education. This demonstrates the importance of synergy between actors.

Islamic education also plays a strategic role in developing national character. Islamic values such as justice, honesty, and responsibility are highly relevant to national development. However, this role often receives insufficient attention in education policy.³⁰ Value-oriented policies need to be strengthened. This way, Islamic education can make a greater contribution. This represents a significant opportunity.

The success of Islamic education depends heavily on policy alignment. Formally neutral policies are not necessarily substantively just. Islamic education requires affirmative policies to address structural inequalities. Without alignment, Islamic education will continue to be disadvantaged. Therefore, equitable policies are a primary prerequisite. This underscores the crucial role of the state.

Synergy between sectors is at the heart of this discussion. Public policy, educational politics, and Islamic economics cannot operate in isolation. All three must be designed within a single strategic framework. This synergy will create a robust Islamic education ecosystem. Without synergy, development efforts will be fragmented. Therefore, a holistic approach is the most rational solution.

Islamic education can develop sustainably if supported by appropriate and synergistic policies. The challenges presented are not absolute obstacles, but rather opportunities for improvement. Islamic education stands at a crossroads that will determine its future. Today's policy choices will determine the quality of Islamic education in the future. Therefore, the commitment of all parties is essential. This discussion emphasizes that the future of Islamic education depends on synergy and bold reform.

³⁰ N Hilmah et al., "Pelaksanaan Hubungan Sekolah Dan Stake Holder Di MI Inayatushshibyan II Banjarmasin," *AL GHAZALI ...*, 2023, https://jurnal.staialjamibjm.ac.id/index.php/AL_GHAZALI/article/view/182.

Conclusion

Based on the previous explanation, it can be seen that Islamic education in Indonesia is in a complex and dynamic situation. Public policy, educational politics, and Islamic economics have a significant influence on the sustainability of Islamic education. Policy inequalities, the politicization of education, and the suboptimal integration of Islamic economics are key challenges. However, behind these challenges, there are significant opportunities for strengthening Islamic education. Policy synergy is key. The implications of this research emphasize the importance of inclusive and equitable policy reformulation. Islamic education must be positioned as an integral part of the national education system. Integration of Islamic economics can provide a sustainable financing solution. A stable and impartial education policy is essential. Thus, Islamic education can contribute optimally to national development.

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