



Analysis of the Basic Concept of Education Policy in the Style of the Prophet Muhammad *Shallallahu Alaihi Wasallam*

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Abstract

For 14 centuries ago, the Prophet (peace and blessings of Allaah be upon him) has finally conveyed the concept of justice to the Companions in particular and all Muslims in general. Mainly, it is fair in a policy, especially education policy. Not only in Islamic education the policy must be made as fair as possible, but also wider in scope for education in general. Policy makers must comprehensively understand the basic concept of education policy, especially in Indonesia so that the policies offered do not reap controversy in society. Likewise, education activists are obliged to understand the basic concept of education policy to be able to analyze whether the policies set are in accordance with the basic concept or even the laws and regulations set in Indonesia. Also, of course, is the policy fair if it is applied in the educational order. This article aims to better understand the basic concepts of education policy analysis, especially the concept of education policy in the style of the Prophet. The method used in this study is a literature study by referring to relevant and quality scientific works to be compared to produce new scientific findings. This research reveals a finding that the current concept of education policy is in accordance with the concept of education policy in the style of the Prophet. What makes the public confused and often gives birth to cases turns out to be irresponsible policy holders.

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INTRODUCTION

Education policy, especially in Indonesia, often triggers conflicts and public debates. Many people consider that education policy in Indonesia is inconsistent so that the results are not in accordance with expectations, even though policy makers reason that for example in the frequent changes of the curriculum, it is intended to adapt to the needs of the times, technology, and the demands of society (Anisa Reflanda Putri et al., 2025). Even though these changes must have gone through careful research and consideration by education leaders in Indonesia, repeated changes will leave a confusing effect among the general public, because if we talk about education, parents (whether laymen or not), students, and teachers will be included in the discussion and circle.

In fact, education observers; Ubadi Matraji, when interviewed by Detikcom on his official Youtube account in 2025, said that the change in the curriculum made everyone disadvantaged, the only benefit was the officials because various new projects were created. Teachers are increasingly dizzy because there is a new curriculum, even though the old one is not understood. Parents are also dizzy because of the cost of buying new books. Moreover, students who are confused because they are taught by teachers who do not fully understand the substance of the new curriculum. There are changes in the curriculum, but the reality in the classroom is that there are no significant changes. He also added that the main factor for the success of learning in the classroom is the teacher who acts as a facilitator. No matter how good the curriculum is, teachers still hold the main control.

Problems related to education policy need to be solved immediately so that the annual domino effect that has been played for a long time can be quickly resolved properly and wisely. If not, then there may not only be a domino effect, but also an increasing confusion of all elements of education and the increasingly chaotic substance of education in Indonesia. Automatically this can result in a

decline in the quality of the nation's generation, because education is a very urgent thing in the sustainability of a country.

After researching several literature related to the theme of education policy, the author has not found a reference that invites readers to bring this education policy in Indonesia to a standard model, where the model does not have to follow the development of the times and the demands of society but it is the times and society that must always follow the policy, so that it can become the policy model rule and the spirit of education of the Indonesian nation.

Based on this, this article aims to try to offer a standard concept of education policy that has long been formulated by the Prophet (peace and blessings of Allaah be upon him) because all the policies of the Prophet, even though they are 1,400 years old, are still relevant to the development of the times, especially in terms of education (Syahril et al., 2023). This argument is very strong because all the decisions of the Prophet are based on revelations from Allah Almighty which are definitely true:

وَمَا يَنْطِقُ عَنِ الْهَوَىٰ ۚ (٣) إِنْ هُوَ إِلَّا وَحْيٌ يُوحَىٰ (٤)

Meaning: *"And do not speak (about the Qur'an and its explanations) based on (his) desires. It (the Qur'an) is nothing but the revelation that is conveyed (to him)."*
(QS. An-Najm: 3-4)

The Messenger of Allah (peace and blessings of Allaah be upon him) also said to Shahabat 'Abdullāh bin 'Amr bin 'As when he came to the Prophet because the Quraysh forbade him to write every word of the Prophet, because they said that the Prophet was an ordinary man who said in anger:

أَكْتُبُ فَوَ الَّذِي نَفْسِي بِيَدِهِ مَا خَرَجَ مِنِّي إِلَّا الْحَقُّ

Meaning: *"Write it! By the Divine Being who has power over me, nothing comes out of my words except the truth."* (HR. Imam Ahmad and Imam Abu Dāwud) (Al Hakim, 2018)

Furthermore, in the sub-discussion, the author will start the discussion with

a conceptual analysis and introduce the basic concepts of education policy in the form of characteristics, values, and several models of education policy. Then it will be continued with the main discussion, namely analyzing education policy using education policies in the style of the Prophet (peace and blessings of Allaah be upon him).

RESEARCH METHOD

The research method used in this article is a library research approach, namely a study that relies on the examination of various written sources relevant to the theme being discussed. The research data were obtained from books, scientific journal articles, previous research findings, and other academic documents related to the object of study.

According to John W. Creswell, a literature review is a written summary derived from journal articles, books, and various other documents containing theories and information, both historical and current, which are systematically organized according to the research topic being studied (Mahardika et al., 2023).

Based on this definition, library research can be understood as a research method conducted through the collection, examination, analysis, and interpretation of various relevant literature sources to obtain a theoretical foundation and strengthen scientific arguments in the preparation of academic writing. Thus, this study emphasizes the analysis of library sources to produce a comprehensive discussion that is consistent with the focus of the research

RESULT AND DISCUSSION

Conceptual Analysis of Education Policy

Before the discussion leads to the analysis of education policy in the style of the Prophet *Sallallahu 'Alaihi Wasallam*, the author will analyze the per-word components in the title of this article, so that the discussion does not go out of

context. By understanding the description of the word in the title above, it will be easier for readers to understand the meaning of this writing comprehensively because they already understand the basic meaning.

First, "Analysis". In the Great Dictionary of the Indonesian Language (KBBI), it means an investigation of an event (essay, deed, and so on) to find out the actual situation (causes, sitting of the case, and so on). In this case, what the author investigates is more specific to a human essay, because a policy in general means the fruit of a more simplified thought as an essay, even what the author is researching is an action because basically policy is a human act based on reason. Except for the policy set by the Prophet which is certain to be true because everything comes from revelation (Al Hakim, 2018). The second word, "Policy". Terminologically, policy can be intended as political actions, programs, legal decisions, agreements, provisions, strategic plans, and other relevant perspectives. In the realm of policy, there are also various concepts that describe various meanings, such as ingenuity, choice, skill, and wisdom. Policies also function as a basis for carrying out tasks, as well as a reference for the government in acting and making decisions according to the agreements that have been set. In addition, in the context of the organization, policy plays a role in formulating statements regarding the ideals and objectives to be achieved, as well as being the goals and principles that guide the achievement of expectations in an appropriate and directed manner.

Policy can also be understood as a series of activities carried out in the organizational environment that allow the creation of careful thinking in accordance with the targets that have been set and agreed upon within the group to make more structured thinking, this thinking aims to solve problems so that the resulting decisions can be in accordance with the objectives. In various aspects of life, intelligent thinking is actually needed, which can always be an example and the basis and direction in activities so that every action and decision can be

effectively limited. well directed. This policy can also be implemented in the education system which is commonly known as education policy (Wardani, 2022).

Third, "Education". There are several definitions related to education, the author will try to review in detail. In the Legislation on the Education System No. 20 of 2003, it is stated that "education" is a conscious and planned effort to create a learning and learning atmosphere so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble morals and skills needed by themselves and community". While the definition from the Indonesian Dictionary (KBBI) of the word education comes from the word 'didik' and gets the suffix 'pe' and the suffix 'an', so that this word has the meaning of a method, method, and guiding action. So it can be defined that education is a way of changing ethics and behavior by individuals or society to realize independence in order to mature or mature human beings through education, learning, guidance, and coaching efforts.

The definition of education in a broad sense is life. This means that education is all knowledge of learning that occurs throughout life (*long life education*) in all places and situations that have a positive influence on the growth of each individual being. Education in a broad sense is also a process of teaching activities, and carrying out learning can occur in any environment and at any time. Literally, the meaning of education is to educate carried out by a teacher to students, adults are expected to be able to provide examples, learning, direction, and improvement of ethics-morals, as well as explore the knowledge of each individual. The teaching given to students is not only from formal education carried out by those in power, but in this case the function of the family and society is very important and becomes a forum for coaching that can awaken and develop knowledge and understanding.

In addition to having a broad meaning, education also has a narrow meaning. Education in the narrow sense of the word is a school. The system

applies to people with the status of students, namely students at school, or students at a university (formal educational institution). The meaning of "school" is very good if it is aligned with the guidelines of the famous Ki Hajar Dewantara education father. That is, "In the Presence of the Three Horns" (in front of giving an example), "On the other hand, in the case of Scarlet Witch" (in the middle of building and encouraging), Tut Wuri Handayani (in the back giving encouragement). If we can understand the content of the motto, then education with this meaning can continue to develop better, especially all the elements in it. Therefore, it can be concluded that schools play a very important role as the foundation and spearhead in implementing the pace of national education. Education can also be interpreted as all the effectiveness that an institution strives for students to be given to them in the hope that they have good competence and a spirit of full awareness of a bond and social problems.

Education also has a meaning based on a scientific approach. "Scientific approach" if described as approachable and scientific. In foreign languages, it is known as the word "approach" which means a thought or idea that is used to achieve a goal. While the word scientific in foreign languages is interpreted as *scientific* which has a meaning of something that can be repeated openly by a person, in a place of space in a period of time (by anyone, anywhere and anytime). For this reason, the scientific approach is an idea in achieving a goal that can be used by anyone, anywhere or anytime. With that definition, it can be concluded that in teaching, the scientific approach can be used by all teachers in each subject to achieve a special learning institution. The implementation of the use of scientific approaches such as scientific techniques, psychomotor development, and scientific attitudes is very important in the learning process. In terms of its meaning, Education based on a Scientific Approach is a teaching that is viewed as based on one particular discipline, such as according to Psychology, Politics, Sociology, Economics, Anthropology, and others.

Based on a psychological view, it is stated that education is a way of self-development of each individual. Teaching has a role in guiding the life of every individual from birth to returning to earth, and this education will not run perfectly without the progress of psychology, the development of the character and personality of each individual, this is reflected in his psychology.

Meanwhile, from a sociological point of view, the task of a teacher in Sociology is the parable of a nurse or a lifelong caregiver and supports the improvement of community members. Education is an indicator in improving the quality of society, a series of ideologies, culture and the economy. For this reason, education is a social force as well as can be used in carrying out studies and appreciation of the intention of accepting something in society. It is said that the dharma of National Education is "Developing the ability to form the character of a dignified nation's civilization in order to educate the life of the nation, aiming to develop the potential of students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, and capable". By reducing all social activities of the community during the education period is a method of change, therefore education can be used as a tool for each individual in establishing relationships carefully, both properly and correctly in an environment or in the life of other wider communities.

Education is also in the political view. Political influence in the education system according to the rules of Article 31 Paragraph 3 of the 1945 Constitution, "The state must prioritize the education budget of at least 20% (paragraph 4), and the government must advance science and technology by upholding religious values and national unity for the advancement of civilization and the welfare of mankind (paragraph 5)", the decision in the Constitution is then followed up contained in law No. 20 of 2003 concerning the "National Education System" which is the result of political consensus. There are at least 5 political impacts on education, namely: "(a) Politics affects educational activities in creating values and

expectations of citizens such as what is needed by the state, (b) politics affects the education budget, (c) politics affects educational resources such as teacher salaries, supporting infrastructure for learning activities, and teacher training, (d) politics affects the school system such as the structure of education. school, the teacher reward system, and the student admission system, (e) politics affect the quality of graduates which is judged from how education graduates behave politically, behave culturally, behave economically and socially". However, after the implementation of educational autonomy, as an accountability for the embodiment of regional autonomy, the handling of education is no longer *centralized* from the center. Currently, the capacity of the local government to improve its education is very open, even though each region has obstacles both in terms of teaching staff and the slightest cost of the education budget.

Based on the economic view, education is an investment in the form of educated and trained workforce. Education is an important element in advancing the quality of human labor, therefore it is necessary that through education, *psychomotor* and *cognitive* a person can grow an idea and in the end can create and increase productivity. In this context, it is seen as a human learning industry, meaning that through education, people are produced who have the abilities and skills that are indispensable for a country's economy to increase individual income and national income. With this education, it can produce quality and a workforce that may be more experienced, be it in industrial units or other units. Improving welfare for educators is also closely related to economic growth. Educators can improve the quality of their education in line with the economic income they receive.

The Anthropological view of education is that education is a human process as a cultured being, for this *anthropologist* formulates "That school is a cultural object that becomes a scheme of values by guiding society". With the existence of various teaching methods, there is less makbul from educational media, so it is

very colliding with the analysis of sources obtained in the field by anthropologists. For this reason, the task of educators is not only to emphasize cultural values but also to organize them and confront together the ideas and actions of education as a whole". Meanwhile, the implications of the anthropological foundation in education include; 1). Identifying people's learning needs, 2). Community Participation Engagement, 3). Providing life skills in daily life.

As for the system approach, education is a whole consisting of several elements that are interrelated in their use in order to achieve the purpose of education, namely diverting *Input* become *Output*. In the Education System, there is a process of transformation, which in the end is the process of changing students to become educated people according to the educational purpose that has been implemented. In this case, all levels of education ideally carry out their functions in each and in correlation with each other which focuses on the purpose of education. Education is an effort in educational humanism that aims to support humans to increase their human potentials. Therefore, humans cannot be separated from their community, this is why humans are very closely related to the environment. One way to get a more accurate portrait of education is to use the Systems Approach. The purpose of the System Approach in education itself is as an effort to develop the achievement of the goals that have been formulated (Pristiwanti et al., 2022).

After discussing at length the meaning of analysis, policy, and education, then what is the meaning of the combination of the three words. So, education policy analysis can be understood as an approach that aims to produce information in the form of educational data sets that act as alternative guidelines in formulating policies and supporting strategic decision-making in dealing with various education issues. This analysis aims to examine data and information related to education, while maintaining important components of the policy design process, such as problem analysis, collection of relevant data, and

determination of alternatives that can be used by decision-makers in the education sector. Alternative education policies are formulated through an analysis process that develops independently, without having to rely on previous policy analysis. When the draft of an alternative policy acquires legitimacy from the competent authority, it can be elevated to a formal education policy. Thus, this analysis procedure allows for the emergence of a range of more rational and structured policy options. The entire policy process is part of the political dynamics carried out by those who have the authority or power to determine the direction of education policy.

Education policy has a strategic character related to politics, although many believe that education should be independent of politics. One example is the goals, values, direction, and funding of education. Thus, the whole of national education is regulated in a political agreement. However, in practice, there are still many processes of education policy analysis that are involved with politics and cannot be separated. This is because the political process still has an orientation related to the interests of the community.

Policy analysis can be referred to as a branch of applied social science designed within a basic structure of education policy, which aims to clarify the problems that will be addressed by the policy and predict the problems that may arise from the implementation of the policy before the policy is passed. Therefore, policy analysis in the field of education has become very crucial in the current millennial era, so that authorities and governments that have authority should not pass policies without taking certain actions that have a negative impact on society, without conducting analysis, study, and understanding of the substance, reasons, and previous impacts on society. Thus, every policy needs to be reviewed and evaluated based on relevant information and data to support the welfare of the community and support the interests of national education (Wardani, 2022).

However, as mentioned in the introduction by an Education Observer,

Ubadi Matraji, that education policy in Indonesia often changes due to political factors that result in confusion among the community and all elements of education. Therefore, according to the author, the Holders of Control in education in Indonesia must often flashback to the policies of the Prophet Sallallahu Alaihi Wasallam, especially in the matter of education. Policymakers must often "study" the science of making policies in the style of the Prophet, so that this noise-related education can be overcome and there will be no problems and new cases in the future.

Basic Concepts of Education Policy Analysis

Policies focus on resolving problems and acting first. In contrast to laws and regulations, policies tend to be more flexible and have interpretable meanings, although policies still stipulate "what is allowed and what is not allowed" (Dalillah et al., 2025). Policy analysis is a form of practical social research, arranged in an orderly way to understand the content of policy. The goal is that information about the issues answered by the policy and potential problems that may arise from its implementation can be clearly known (Wardani, 2022).

Studying policy is very important because it is a necessity for education academics to understand studies related to public policy, especially education policy. This interest is closely related to the expectation of the role of educational scientists, not only are they expected to be qualified policy makers when involved in the policy-making process, but also more than that, education academics are expected to make a significant contribution in correcting various errors or inaccuracies that exist in the formulation of education policies that have been set by the government so far.

Analysis Education policy has a crucial role in the life of the nation and state, to make it easier to make the right decisions regarding actions that have an impact on the life of the community, especially in the field of education. In other words, in conducting policy analysis, an analyst must be careful in observing the

conditions of the problems that will be the focus of the policy, in order to avoid mistakes in choosing inappropriate policy alternatives. In addition, there are several other reasons that explain the importance of education policy analysis, including: Functioning as a basis for scientific, logical, and objective considerations in all stages of policy formulation, Supporting more effective policy formulation to realize national goals, namely improving the intelligence of the Indonesian nation's life, Because the problems that arise are multidimensional, interrelated, and integrally connected to each other, Provide comprehensive guidelines for the implementation and evaluation process of education policies. This is possible because education policy analysis includes two dimensions, namely the substantial dimension of the current conditions as well as the strategic dimension for future needs, providing a wider opportunity to increase the involvement of students' parents and the community.

A policy in an educational institution will be effective if there are factors that regulate the change, growth, and rearrangement of the educational organization. This factor involves decisions that include a variety of objectives, principles, and regulations. Thus, resources from educational organizations can operate and be implemented optimally. Education policies provide guidelines for leaders, staff, and members of educational organizations to interact with their environment. This guideline has a format in the form of notes and education policy documents. Education policy analysis is carried out as a guideline in determining steps and providing direction for the implementation of educational activities, school management, or educational institutions, so that the goals that have been formulated can be achieved.

The analysis of education policies carried out as a guideline for actions in the decision-making process plays a role in helping to achieve regularity in educational services, Providing guarantees of human rights for every individual to get educational services, Improving the efficiency of educational service

programs, Assisting education implementers in carrying out the educational process, Realizing regularity in administration (Dalillah et al., 2025). Education policy analysis has characteristics that make it different from other policies, namely:

a. Have educational goals

An education policy must have a specific purpose related to the world of education. The educational objectives that are prepared must be more directed and clear and provide an overview of the contribution to the world of education.

b. Fulfillment of legal and formal aspects

Before the education policy is implemented, it is necessary to meet the prerequisites so that the policy is valid and recognized. Therefore, the need for the policy to be legalized through constitutional requirements based on the applicable constitutional hierarchy so that the legitimacy of education policy was born.

c. Have an operational concept

Education policy is a set of guidelines that are general. Therefore, an education policy must have operational benefits that can be applied. This operational concept must be owned so that the achievement of goals can be measured clearly. Made by the authorities Education policies are formulated and made by experts who have the right and authority in making policies. This is to prevent new problems arising from the policy.

d. Evaluable

Education policy must be evaluable. If a policy is good, then the policy can be developed. If the policy has errors, it must be corrected.

e. Have systematics

Education policy has a systematics that is related to all aspects contained in it. Systematics must pay attention to efficiency, effectiveness

and sustainability. Policies must also be non-pragmatic and discriminatory. Policies should also not be structurally fragile. This is so that the policies born do not experience legal defects both internally and externally.

In addition to having characteristics or characteristics, education policy analysis also has several important values to consider. Here are some of the values that are generally considered in education policy analysis:

First, Accessibility. Education policies should prioritize equitable accessibility for all individuals regardless of social, economic, or disability background. Every individual should have an equal opportunity to get a quality education.

Second, Equality. The value of equality emphasizes the importance of providing equal opportunities for all learners. Education policy must address the gaps and discrimination that may occur in the education system.

Third, Quality. A focus on the quality of education is an important value in policy analysis. Education policies must encourage improvement in the quality of education, including the quality of teachers, curriculum, and educational facilities. Good quality education will provide better results for students.

Fourth, involvement. It is important to involve all stakeholders in the education policy decision-making process, including teachers, students, parents, the community, and education experts. Their involvement can strengthen policies and result in more effective implementation.

Fifth, Sustainability. Education policies must be designed with long-term sustainability in mind. This includes financial aspects, policies that are sustainable over time, as well as adjustments and innovations to deal with changes that occur in society and the world of education.

Sixth, relevance. Education policy must be relevant to the needs and demands of the times. This includes the development of curricula that are relevant to the world of work, technology, and social changes that occur.

Seventh, Equity. It is important to ensure equitable distribution of education across regions and communities. There should be no significant gap between urban and rural areas, as well as between rich and poor areas.

Eighth, Inclusion. The value of inclusion emphasizes the importance of including all individuals, including those with special needs or special needs. Education policies should ensure that there is no discrimination and that all individuals have equal opportunities to learn.

Ninth, Academic freedom. It is important to maintain academic freedom in the education system. Teachers and students should have the freedom to convey, receive, and explore different ideas and approaches in the context of learning. These values are an important guideline in the analysis of education policy to ensure that the policies adopted can have a positive and sustainable impact (Mahardika et al., 2023).

These 5 characteristics and 9 values should oversee every education policy. Without these 14 things, policy would be lame and would not live up to its name: "Wise". All of them are a unity that cannot be separated and ignored. According to the author, these 14 things are in accordance with the guidance with the values taught by the Prophet in making education policies, but often, policymakers forget some points so that the policy becomes premature. Also, public policy should be value-free, anyone can criticize and propose for the good, because today's education policymakers are not prophets; They are not perfect.

After understanding the values and characteristics of education policy, let's study the model of education policy formulation. There are several models of education policy formulation:

First, the institutional model. This institutional model is based on the principle that the government is in charge of policy-making. Whatever is produced by the government is public policy. This institutional model is based on the institutional function of each government sector in formulating policies.

Therefore, this institutional model can be applied in formulating education policies in the government sector.

Second, the system model. This system model is also called a descriptive model. In formulating policies with this model, policymakers are seen as the role of the design and coordination process in finding problem solving that will 1) formulate opportunities and use assistance from internal and internal aspects, 2) provide satisfaction in accordance with environmental demands, and 3) can provide satisfaction to policymakers.

Third, the mixed research model. The mixed investigation model is also called the mixed scanning model which uses aspects of two approaches and two points of view. The mixed inquiry model requires policymakers to use holistic rational theory and incrementalism by taking into account different situations and conditions.

Fourth, Process model. The stages of policy formulation with a process model are identifying problems, compiling agendas, formulating policy designs, policy ratification, policy implementation, and policy assessment.

Fifth, the elite theory model. This elite theory argues that a fully implemented democracy will allow for bias in formulating policies. This is because the resulting policies are part of the political preoccupation of the elite. This model considers the interests of the elite more than the demands of society. According to the author, this model is very incompatible with the principles of social justice, so this model should be shunned by education policymakers in Indonesia.

Sixth, Rational Model. The rational model is a policy obtained from maximum social gain. This means that the rational model used by the government must be able to produce maximum benefits for society. This theory prescribes various forms of decision-making procedures that are obtained from the way that is considered efficient in formulating policies.

Seventh, the incremental model. This model assumes that policymakers

cannot carry out processes like rational models due to the limitations of policymakers such as time, intellectual and cost limitations. This model makes adjustments to the realities of democratic life and the plurality and limitations that human beings have. This model is based on the premise that incremental changes result in security processes in the event of policy changes.

In the discussion of policy analysis, there is also a process that must be carried out by policy makers. This process aims to ensure that the policies set are in accordance with the problems faced. The policy analysis process includes initiation, estimation, selection, implementation, evaluation, and termination.

The initiation stage begins when there is a potential problem. These potential problems are felt when there are efforts to reduce problems that aim to solve the problem appropriately. In this phase, it is not yet required to be able to formulate a problem, but further thinking is needed whether this problem is needed to formulate. In addition, it is also necessary to collect information related to policies in general and predict policy choices that are felt to be developed.

Then at the estimation stage, thinking is needed related to the impact, financing and advantages of the alternatives presented. At this stage, it is highly recommended to use a very practical and efficient method, namely the online (online learning) method which is projective and empirical so that the impact caused by the chosen policy can be known.

Then the next stage is selection related to decisions. After a policy analysis in the form of policy formulation and assessment, a policy selection is required. Meanwhile, the implementation stage is the stage of implementing the agreed choices. The implementation stage is a requirement to conduct a feasibility test for the selected option in real time. Then at the evaluation stage, policymakers try to find answers about the extent to which the chosen policy can be successful. At this stage, measurements are carried out with indicators that have been carried out. The final stage is termination is the stage that adjusts the policy that is not

necessary to the circumstances (Al-Fatih & Amiruddin, 2025).

The Concept of Education Policy Analysis in the Style of the Prophet

Every policy set by the Prophet is centered on the principles of justice, noble morals, and the benefit of the ummah. Many government policies are echoed with the voice of justice, but in reality they have not been able to silence the anger of the people. Some are diverted to the benefit of the people and keep up with the times, but in reality it makes the community more dizzy. There are even policies related to morals, but in fact there are still corruption. Our society often witnesses a contradiction between slogans and reality.

So the problem should not lie in its policies, but in its practices, which may be far from the fire. Policies made by ordinary people are often not solid and easy to violate because they are initiated with reason and a heart full of shortcomings. Such as policies related to curriculum changes that are very often carried out, and instead add a new burden to the community, namely confusion. According to the author, it is time for the education policy in our country to adopt an education policy in the style of the Prophet. Even if it is not 100%, the spirit of the Prophet's policy can be felt by the community.

Actually, the basic concept of education in general, both its values and characteristics are basically the same as the guidance conveyed by the Prophet from a long time ago. It's just that there is a more detailed and definitive development.

The concept of education policy analysis in the style of the Prophet is very simple and simple, but it should be the root of the current education policy, both education in general, and Islamic education in particular. Here are 5 important points in the concept of education policy in the style of the Prophet:

- a. Policies based on monotheism (Oneness of Allah Ta'ala)

The concept of tauhid in Islam has a very important role. The Prophet Muhammad (peace and blessings of Allaah be upon him) taught that all

creatures in this universe are the creation of Allah Almighty (Amelia et al., 2024). The understanding of monotheism serves as a solid foundation for our morality, ethics, and social responsibility (Salat & Amarullah, 2023).

In today's modern era, the value of monotheism is increasingly becoming an important foundation to face increasingly complex moral and ethical challenges. Tawheed serves as a guide for us in living a life that adheres to the principles of truth and justice. In today's social, cultural, and political context, the application of monotheism must be based on faith and devotion to Allah Ta'ala. It is important to ensure that this understanding is firmly embedded in the souls and hearts of every Muslim, especially policymakers, so that their faith and devotion are preserved despite the changes around them. It is important to maintain consistency in the values of beliefs. In addition, this principle also affirms the awareness of unity between life in this world and in the hereafter (Adawiyah et al., 2023). Therefore, education policy makers must pay balanced attention so that the policies born are based on faith and the relationship between worldly and ukhrawi interests is balanced.

b. Policies based on morality

The Prophet Muhammad is recognized as an exemplary role model, or known as *uswah hasanah* (Amelia et al., 2024). He applies noble moral values, such as honesty, justice, compassion, and tolerance. These values have profound relevance in the effort to create a just and harmonious society in today's modern era. Good morals are an important foundation for resolving social conflicts and building harmonious relationships among various levels of society (Atmaja, 2023).

In addition, morals have a significant influence on individual behavior in daily life. Therefore, education policies are expected to build a strong character in each individual. In the context of Islamic education, the values

and morals that are highly emphasized for today's adolescents include honesty, trust, patience, and humility (tawadhu). Ultimately, this goal is to create an education policy that can make the younger generation ethical and able to behave well in every aspect of their lives.

c. Science-based policies and education

The Prophet emphasized the importance of knowledge and education in the lives of Muslims. In one of his hadiths, he stated that "Studying knowledge is an obligation for every Muslim, both men and women." This statement affirms that the right and responsibility to get an education belongs to every individual in Islamic society. As an example (Uswah Hasanah), the Prophet has laid the foundations of education policy through his teachings, which encourage the concept of lifelong education policy, skill improvement, and the dissemination of useful knowledge, especially in the context of current reforms.

In Islamic teachings, knowledge is understood as knowledge obtained through research, is empirical, and can be applied in daily life. Education and knowledge have an important role in developing knowledge and understanding that is in line with religious values. By harnessing the senses and intellect, Islamic education presents theories that not only emphasize its teachings but also integrate them in the perspective of the Qur'an and al-Hadith (Amelia et al., 2024).

d. Policies based on social justice

The Prophet Muhammad was known as a just leader, fighting relentlessly to achieve social justice. The principles of zakat, infaq, and alms that he taught remain relevant in facing the challenges of social inequality and poverty in modern times. Islamic teachings strongly emphasize the values of social responsibility and concern for the weak and poor (Gaddafi, 2023).

In the Islamic view, justice is interpreted as an effort to establish a balance between human abilities and limitations, both individually and collectively, in various economic and spiritual aspects, by taking into account the various potentials available. Efforts to uphold social justice are a responsibility that must be borne by all Muslims, regardless of religious differences. Thus, individual rights should be granted fairly, reflecting Islam's commitment to respecting the rights of everyone without giving them up. Especially in the concept of education policies that have the value of justice, especially accessibility in it (Amelia et al., 2024).

e. Policies based on tolerance and diversity

The Prophet lived in a rich environment of diversity, and he served as a great role model in tolerance towards adherents of other religions as well as being awarded respect for various cultures. These principles are essential for maintaining peace and harmony between religions, especially in today's modern era, where disputes and differences of opinion are common. Tolerance creates opportunities for individuals to express their opinions freely, especially when it comes to criticizing education policies, regardless of their social and religious status.

Overall, the policy concept conveyed by the Prophet Muhammad is still relevant in the context of modern times, especially in terms of policies related to education. This thinking has great potential to empower today's society, as it can help shape ethical, responsible individuals who can make a positive contribution to life together (Amelia et al., 2024).

CONCLUSION

Basically, the basic concept of education policy that exists today and that conveyed by the Prophet 1400 years ago has very many and striking similarities, and very few differences. Even if there are differences, it is only related to the

development of the concept and not related to the substance of the policy concept itself. It is the same with the concept of Qiyas in Islam related to the issue of rice zakat. Previously, in the Quran, for example, the word rice was not mentioned directly, but only a staple food. The substance is there, which is then developed with Qiyas because rice is also a staple food, so it is mandatory to zakati.

In fact, non-Muslims can also adopt the concept of the Prophet's education policy, because it has been mentioned that one of the values in the Prophet's policy concept is tolerance or respect for diversity, both cultural, social status, and religion. In conclusion, the existence of cases and confusion related to education policy in Indonesia is not due to the standard concept of the policy itself, but comes from hands who – perhaps – do not understand the concept of education policy; it is deliberately due to political demands; there is personal interest; or other causes. What is clear is that before policy *makers* formulate policies, they should prepare the steps contained in the standard concept of education policy, understand the characteristics and values that should be considered when giving birth to policies. And the most important thing that policymakers have is faith and good morals or morals, whoever they are and whatever their religion.

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