



## **STRATEGIC PLANNING BASED ON VALUES: INTEGRATING RELIGION, PHILOSOPHY, PSYCHOLOGY, AND SOCIOLOGY IN EDUCATION**

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### **Abstract**

This study aims to analyze the implementation of strategic planning for education based on religion, philosophy, psychology, and sociology in junior high schools (SMP) in Cirebon, Indonesia. The research approach used is descriptive qualitative, with data collection techniques through in-depth interviews with principals, teachers, and education supervisors, direct observation of the implementation of education planning in schools, and literature studies related to educational theories. The results show that the integration of the disciplines of religion, philosophy, psychology and sociology in education strategic planning has a significant impact on the quality of education, both in terms of character development and students' social-emotional skills. Religious values are applied not only in religious subjects, but also in aspects of daily school life, creating a culture that prioritizes ethics and morals. The philosophy of education perspective strengthens the moral foundation of the curriculum, while the psychology approach plays a role in understanding and accommodating students' emotional and social needs. The sociology of education, on the other hand, helps schools understand the social and cultural contexts that influence students' development, both inside and outside the school. However, there are some challenges in implementing this strategic planning, such as limited resources, differences in understanding between stakeholders and the need for further training for teachers. Therefore, this study recommends the importance of improving teacher training, providing supportive facilities and strengthening collaboration between schools, parents and communities. Overall, the findings provide insights into how a multidisciplinary approach to education planning can improve the quality of learning and support students' all-round development, academically, socially and morally. This research also contributes to the development of educational theories that are more integrative and relevant to the evolving needs of the times.

**Keywords:** Educational Strategic Planning, Multidisciplinary Education, Religion, Philosophy of Education, Educational Psychology.

## INTRODUCTION

### Background of the Problem

Education is one of the main instruments in shaping the next generation of a qualified and competitive nation (Asbari et al., 2024; Casika et al., 2022; Melani et al., 2022; Perawati et al., 2022). In Indonesia, education at the junior high school (SMP) level has a very strategic position because during this period, children experience rapid development both in terms of physical, cognitive, social, and emotional (Pikri et al., 2022; Susilawati et al., 2022). Therefore, education planning at the junior secondary level must be able to address the multidimensional development needs of students. However, although educational strategic planning is increasingly recognized as an essential element for creating an effective and efficient education system, in practice, it is often limited to administrative and academic aspects. In fact, to answer the increasingly complex challenges of education, good education planning must be able to accommodate various external and internal factors that affect the quality of education, both in terms of curriculum, teaching, and student character building (Haryadi et al., 2024; Shofiyyah et al., 2023).

One approach that is increasingly important to implement is multidisciplinary-based education planning, which considers and integrates various scientific perspectives, such as religion, philosophy, psychology and sociology. Each of these disciplines brings valuable contributions to designing a more holistic and contextualized education that focuses not only on academic achievement but also on building students' moral and social character. Religion provides ethical and moral values that can help students understand the meaning of life, the purpose of education, and how they interact with others in social life. Philosophy of education offers a critical thinking framework that can guide students in exploring ideologies, values and a deeper understanding of the nature of education itself. Psychology focuses on understanding the psychological developmental stages of students, which is crucial for developing appropriate approaches to teaching and learning that suit their emotional and cognitive needs (Asâ et al., 2021; Nurhayati, Asbari, et al., 2024). Meanwhile, sociology reminds us of the importance of the social, cultural and societal contexts that influence the educational process, such as the social structure in schools, classroom dynamics and the relationship between individuals, families and communities.

Given the importance of this integration, the biggest challenge in planning education based on religion, philosophy, psychology and sociology is how to design educational programs that can effectively bridge the four perspectives. Although each of these disciplines has a strong theoretical foundation, holistic and integrated implementation in the junior secondary school context is still rare in existing education policies. Therefore, it is important to examine how the four perspectives can be applied in the strategic planning of education at the junior high school level so that the teaching and learning process becomes more comprehensive and relevant to the needs of students in this modern era.

### Problem Formulation

Based on this background, this research aims to answer the main question at the core of the study: How can strategic planning of education based on religion, philosophy, psychology, and sociology be implemented in junior high schools? In this context, educational strategic planning is expected to not only cover curriculum and administrative policies, but also touch

on deeper aspects related to the formation of student character, intellectual development, and management of social relations in the school environment. Answering this question requires an analysis of how each of these perspectives is translated into the daily practice of education in schools, and how their application affects the holistic development of students.

### **Research Objectives**

This study aims to analyze the implementation and impact of strategic planning of religion, philosophy, psychology and sociology-based education in junior secondary schools. More specifically, it aims to explore how these four disciplines are implemented in education policy, as well as how the integration of these perspectives affects student learning outcomes and character building. In addition, this research will also explore the challenges faced by schools in incorporating these perspectives in education planning, and seek solutions that can be proposed to improve the effectiveness of implementing multidisciplinary-based strategic planning.

### **Research Benefits**

This research has broad benefits for both educators and education policy makers. For educators, the results of this study are expected to provide new insights into how to develop a more comprehensive learning strategy, not only in terms of curriculum, but also in terms of student character building based on religious values, philosophy, psychology, and sociology. Educators can use the findings of this study to design teaching methods that are more responsive to students' individual needs, both in academic, social and emotional contexts.

For education policy makers, this research provides a new perspective on the importance of integrating values from diverse disciplines in education policy. The recommendations provided can be used to design policies that are more comprehensive and relevant to the needs of society, as well as being able to respond more effectively to the challenges of education at the junior secondary level. Thus, this research can contribute to creating a more inclusive and holistic education system, capable of producing students who are not only academically intelligent, but also emotionally, morally and socially mature.

### **Framework of Thought**

The framework of this research is based on the understanding that strategic planning of education involves not only administrative and curricular aspects, but also moral, social and psychological aspects that affect the overall development of students. In this regard, the key concepts that inform educational planning are faith-based educational theory, which provides a moral and ethical foundation; philosophy of education, which offers a critical and reflective framework for thinking about the meaning of education itself; educational psychology, which focuses on understanding the psychological development of students and ways to tailor teaching methods to their cognitive and emotional needs; and sociology of education, which considers the influence of social and cultural factors on the educational process.

### **Research Significance**

This research is very significant in the context of educational development in Indonesia, especially at the junior high school level. In the midst of the challenges of globalization, the

development of information technology, and rapid social change, the education system in Indonesia is required to be more responsive to the needs of the times and the increasingly diverse character of students. By integrating the perspectives of religion, philosophy, psychology, and sociology in educational planning, it is hoped that education can be created that is more relevant to the character and competency needs of students. In addition, this research can contribute to the development of educational policies that are more adaptive, responsive, and holistic, and provide a strong basis for the development of more humane curricula and teaching strategies, which place students at the center of the educational process.

## **METHODOLOGY**

This study uses a descriptive qualitative research design that aims to explore in-depth insights into the strategic planning of religion, philosophy, psychology, and sociology-based education at the junior high school level (Sartono et al., 2024). The descriptive qualitative design was chosen because this approach allows researchers to understand educational phenomena holistically, focusing on the context, process and experiences of the research subjects. This research seeks to explain how education planning based on this multidisciplinary perspective is implemented in schools, as well as to understand the impacts and challenges faced by schools in its implementation.

### **Location and Research Subjects**

This research was conducted in one of the junior high schools (SMP) in Cirebon, Indonesia. The choice of location in Cirebon is based on the consideration that this city represents the cultural and social diversity in Indonesia, with diverse community characteristics, both in terms of religion, social, and culture. Therefore, the implementation of religion, philosophy, psychology and sociology-based education strategic planning in junior high schools in Cirebon is expected to provide a relevant and representative picture of how multidisciplinary-based education planning can be applied in a broader local context.

The subjects of this study included school principals, teachers and some other related parties in the school, such as education supervisors and school administrative staff. Principals were chosen as one of the key subjects because they have an important role in formulating and implementing education strategic planning at the school level. Teachers were also key subjects as they are directly involved in the implementation of learning and can provide insights into the application of education planning in daily practice. In addition, education supervisors and other relevant parties were involved to gain a broader perspective on education planning policies and practices at higher levels and how these are translated at the school level.

### **Data Collection Technique**

To obtain comprehensive and in-depth data, this study used three main data collection techniques: interviews, observation and literature review (Alam, 2021; Thelwall & Nevill, 2021). First, in-depth interviews were conducted with key personnel, such as school principals, teachers and education supervisors. These interviews aim to explore their perspectives on how strategic planning for education based on religion, philosophy, psychology and sociology is implemented in education policies and learning practices in schools. The interviews will be semi-structured, with open-ended questions that allow informants to explain in detail their

views, experiences and challenges they face regarding such education planning. This approach will provide a deeper understanding of how each discipline is applied and how they interact with each other in the context of school education.

Second, direct observation will be conducted to see how the strategic planning of education based on religion, philosophy, psychology and sociology is implemented in daily practice at school. These observations will focus on classroom learning activities, interactions between teachers and students, and the social dynamics that occur in the school environment. By conducting direct observation, researchers can obtain more contextualized data on how values related to religion, philosophy, psychology, and sociology are applied in direct interaction and the educational environment. These observations will be conducted systematically, by recording behaviors, interactions, and social conditions relevant to the research focus.

Third, a literature study was conducted to explore theories relevant to faith-based education planning, philosophy, psychology and sociology. The literature reviewed included textbooks, journal articles, previous research reports and other academic sources related to this topic. The literature study aims to provide a solid theoretical foundation for the analysis of the field findings and to compare the practices found in the field with existing theories. In addition, the literature study will also help the researcher to see the comparison between the implementation of education planning in schools and the theoretical approaches that have been proposed by experts.

### **Data Analysis**

Data collected from interviews, observations, and literature studies will be analyzed using a thematic analysis approach. In thematic analysis, researchers will identify the main themes that emerge from the data obtained from both interviews and observations (Morgan & Nica, 2020; Naeem et al., 2023). These themes will relate to how religion-, philosophy-, psychology- and sociology-based education planning is implemented in schools, the challenges faced in its implementation and its impact on students' learning and development. Thematic analysis allows the researcher to see common patterns that emerge in the data and to explore the meaning behind informants' statements and behaviors observed in the field.

To increase the validity and credibility of the findings, this research will also use data triangulation. This triangulation is done by comparing and confirming the findings obtained through interviews, observations, and literature studies. By triangulating, researchers can verify the consistency between various data sources and reduce the potential for bias in the interpretation of research results. This triangulation process also aims to ensure that the data obtained is accurate and reliable, and to provide a more comprehensive and thorough picture of the implementation of multidisciplinary-based education strategic planning in schools.

Using a descriptive qualitative approach and comprehensive data collection techniques, this research is expected to produce in-depth and meaningful findings on how religion, philosophy, psychology and sociology-based education strategic planning is implemented in junior secondary schools and its impact on students' education. This approach also allows the researcher to provide practical recommendations for educators and policy makers in developing more holistic and integrative educational planning.

## RESULTS AND DISCUSSION

### General Description of Junior High Schools in Cirebon

The school that is the location of this research is a Junior High School (SMP) located in one of the areas in Cirebon, a city known for its cultural, ethnic and religious diversity. This junior high school has a vision to produce a young generation that is intelligent, noble, and has global competitiveness, and is ready to face future challenges based on strong moral values. The school's mission includes providing quality education, empowering students' full potential - intellectual, emotional, social and spiritual - and creating an inclusive and harmonious learning environment. In the context of education, the school is committed to integrating religious values with pedagogical approaches that are progressive and adaptive to the times.

The social and cultural conditions in Cirebon, which include religious diversity, customs and varying economic backgrounds, present challenges in designing responsive education policies. The school tries to overcome these challenges by adapting educational approaches that accommodate the needs of students from different social and cultural backgrounds. In addition, the school also faces the challenge of ensuring that education does not only emphasize academic achievement but also on building the character of students who are able to interact in a pluralistic society. Therefore, any strategic planning undertaken always considers religious values, philosophy, psychology and sociology that are relevant to the local and national context (Farihin, 2022; Nursanty & Susilowati, 2024).

### Implementation of Education Strategic Planning

#### 1. Religion-Based

In this school, religious values are applied deeply in every aspect of school life. The application of religion in education planning is not only limited to religious subjects but is also integrated in all teaching and learning activities and daily life at school. For example, every day begins with congregational prayers and religious activities such as regular recitation, which involves students, teachers and school staff. These religious activities not only aim to deepen religious teachings but also to instill moral values, such as honesty, discipline, compassion and responsibility.

Furthermore, in learning activities, teachers often integrate religious values in teaching various subjects. For example, in history lessons, students are taught to understand the role of religion in shaping civilization and society. In Indonesian or English lessons, teachers invite students to reflect on the moral values contained in literary texts that contain religious themes. This holistic approach shows that religious education in this school does not only aim to teach theoretical religious teachings, but also to bring these values to life in students' daily behavior, which is expected to form a character based on strong morals and ethics.

#### 2. Philosophy-Based

In terms of educational philosophy, the school adopts the constructivism approach, which sees students as active individuals in constructing their own knowledge through experience and interaction with the world around them. This philosophy is reflected in the way teachers design learning that is interactive and student-centered. The implemented curriculum focuses not only on mastering subject matter, but also on developing students' critical thinking skills and

philosophical reflection. Students are taught to think deeply and critically about the social, political and moral issues they face in their daily lives.

For example, in Civic Education, students are invited to think critically about the values contained in Pancasila and how these values should be applied in their lives. This educational philosophy also encourages teachers to provide space for students to debate, discuss and express their opinions, in order to form individuals who are able to think rationally and responsibly in making decisions.

This constructivism philosophy allows students to become independent learners who do not just passively receive knowledge, but also actively construct their own understanding through experience and discussion. This is important to prepare students to face a complex world with logical and critical thinking.

### **3. Psychology-Based**

This approach to school psychology pays close attention to students' cognitive, emotional and social development, as adolescence is a challenging transition period. Students at the junior high school level are at a stage of development that requires a more personalized and sensitive approach to their psychological needs. Therefore, the school implements various programs that aim to support students' psychological development, including counseling guidance that provides support for students in addressing personal, emotional and academic issues.

Psychological approaches are applied in classroom management by creating a safe and supportive learning environment, where students feel valued and accepted. Teachers are trained to identify signs of psychological problems such as stress, anxiety, or learning difficulties, and to provide appropriate support. The school also utilizes individual difference-based teaching strategies, which allow students with various learning styles to remain comfortable and motivated in learning. One of the methods used is the experiential approach, where students are invited to learn through hands-on practice and projects involving group work, experiments, or field activities, designed to enrich their learning experience.

### **4. Sociology-Based**

In terms of sociology, this school realizes that education cannot be separated from the social context in which students live. Social factors such as the family environment, local culture and the social structure of the community greatly influence the education process in schools. Therefore, the school designs educational policies that are responsive to the social and cultural diversity of the Cirebon community. One important implementation is programs that encourage students to appreciate differences and understand their roles in society.

For example, the school organizes cross-cultural activities that involve students from different ethnic and religious backgrounds to work together on social projects. This program aims to form students who are not only knowledgeable but also sensitive to the social dynamics around them. In addition, the school also pays special attention to the socio-economic factors of families, by providing scholarships for underprivileged students and ensuring that every student has equal access to available educational facilities.

### **Challenges in Strategic Planning Implementation**

While religion, philosophy, psychology and sociology-based education planning is well established, there are a number of challenges faced in its implementation. One of the biggest challenges is the imbalance between theory and practice. While each discipline has a strong theoretical basis, its application in daily activities is often constrained by limited time, resources and training for teachers. For example, applying psychological approaches to classroom management requires time and specialized skills that not all teachers have, so sometimes these approaches are not maximized.

In addition, differences in understanding between related parties, such as teachers, parents and principals, are also often an obstacle. Some parents may have conservative views on the application of religious values or a more open educational philosophy, while some teachers may find it difficult to apply psychological approaches that require a deeper understanding of adolescent behavior.

### **Completion Strategy**

Given the challenges faced in implementing strategic planning for education based on religion, philosophy, psychology and sociology, it is important to formulate strategic measures that can help overcome these obstacles. The challenges that have been identified include the imbalance between theory and practice, limited human resources and facilities, and differences in understanding between stakeholders (teachers, parents, principals and communities). Therefore, the following strategies can be applied with the aim of improving the effectiveness of implementing multidisciplinary-based education strategic planning.

#### **1. Increased Training and Professional Development for Teachers**

One of the biggest challenges faced by schools in implementing strategic planning based on religion, philosophy, psychology and sociology is the lack of knowledge and practical skills of teachers in applying these approaches in teaching and learning activities. Although these theories are integrated in the planning, their application is often hampered by teachers' ignorance or limited skills in adapting these concepts into daily classroom practice.

To address this, schools should strengthen their training and professional development programs aimed at teachers. This training should cover various aspects, such as: 1) Theory-based training on educational philosophy, developmental psychology and relevant social theories. This training can be done through workshops or seminars involving experts in the fields of educational psychology, educational philosophy and educational sociology. 2) Faith-based teaching practices: Teachers need to be provided with knowledge on how to integrate religious values in learning contexts that are not limited to religious subjects, but also in general subjects (for example, using the values of honesty and responsibility in math or science lessons). 3) Psychology-based classroom management strategies: Training that focuses on classroom management that supports students' social-emotional development, for example, with approaches that prioritize students' mental well-being, manage student stress and anxiety, and create a classroom climate that is inclusive and responsive to students' emotional needs. 4) Individualized difference-based learning: Provide training on how to adapt teaching methods to meet the different learning styles of students, including students who require special attention (e.g., students with special education needs).



In addition, training should also include a multidisciplinary approach so that teachers can better understand ways to combine different theories and disciplines in a more holistic educational context. This will enrich their teaching skills and improve the quality of their interactions with students.

## **2. Provision of Adequate Resources**

Limited resources, both in terms of materials and facilities, are often a major obstacle in the implementation of multidisciplinary-based education planning. In many schools, especially at the junior high school level, facilities such as counseling rooms, adequate libraries, or supporting learning technologies, are still very limited. In fact, adequate facilities are very important to support an effective teaching and learning process.

For this reason, schools must make efforts to increase resources and improve the quality of existing facilities, including by: 1) Improving counseling room facilities: Providing better and more comfortable counseling rooms for students who need emotional or psychological support. This is important because schools need to have the capacity to help students overcome their personal problems, such as anxiety, family issues, or social problems. A more comprehensive counseling program could also involve a school psychologist or work with an external psychology agency to provide more in-depth counseling services. 2) Utilization of educational technology: Technology can be a very useful tool in the implementation of philosophy, psychology and sociology-based educational planning. Schools can utilize digital platforms to provide philosophy and psychology-based teaching materials, or to hold virtual discussions involving various perspectives on a particular theme. For example, virtual classes or online seminars with resource persons from outside the school to discuss social, cultural or psychological issues that can enrich student learning. 3) Providing more complete and diverse learning materials: Books or modules that not only teach theoretical concepts, but also provide relevant case studies on the application of religious values, philosophy, psychology, and sociology in daily life. These materials need to be developed to facilitate more interactive and contextualized learning.

## **3. Improved Communication and Collaboration Between Stakeholders**

Another challenge that is often encountered is the difference in understanding between the parties involved in education, such as teachers, parents, principals and the community. These different views can hinder the successful implementation of multidisciplinary-based education planning, especially if there are different views on the importance of applying religious values, philosophy, psychology and sociology in the learning process (Nyewusira & Alex-nmecha, 2021).

Therefore, it is important for schools to strengthen communication and collaboration between stakeholders involved in education. Some strategies that can be implemented include: 1) Organizing parent education programs: Schools need to socialize the importance of multidisciplinary-based education to parents. Through workshops or regular meetings, parents can be given knowledge on how they can support the application of religious values, philosophy, psychology and sociology at home. For example, teaching parents how they can help their children to think critically about social issues, or integrating good worship practices in daily life. 2) Involving the community in the education process: Schools can strengthen

cooperation with local communities, including religious leaders, community leaders and other educational institutions. Through collaboration with these community institutions, schools can gain wider social support to create a more inclusive learning environment based on good social values (Nurhayati, Zawirrahmi, et al., 2024). 3) Regular discussions and meetings with principals and teachers: Principals need to hold regular meetings with teachers to ensure that the school's vision and mission, which are based on faith-based education, philosophy, psychology and sociology, are understood and consistently applied by all teachers. This discussion also provides a space for teachers to share challenges and solutions related to the implementation of these education programs.

#### **4. Periodic Evaluation and Reflection**

Ongoing evaluation and periodic reflection are essential to ensure that the strategic planning of multidisciplinary-based education is working as expected. The evaluation should not only focus on the achievement of students' academic outcomes, but also on changes in character development and improvement of students' social-emotional skills.

Some steps that can be taken are: 1) Developing holistic evaluation instruments: Schools need to develop evaluation instruments that not only measure cognitive learning outcomes, but also non-cognitive aspects of students, such as the development of moral, social and emotional values. For example, using an assessment rubric that includes indicators on social behavior, communication skills, and critical thinking skills. 2) Reflection on feedback from teachers, students and parents: After each program or initiative is implemented, schools need to collect feedback from various parties, including teachers, students and parents, to find out to what extent the program was successful in achieving its objectives. This feedback can be used to correct shortcomings and improve the quality of the education program in the future. 3) Continuous improvement based on evaluation results: Based on the evaluation results, schools need to make improvements and adjustments to the strategies that have been implemented, whether in terms of teaching materials, teaching methods, or classroom management. This process must be carried out dynamically and continuously so that multidisciplinary-based education can continue to develop and be relevant to the needs of students and society.

## **CONCLUSION**

This study has explored the implementation of strategic planning for religion, philosophy, psychology and sociology-based education at the junior high school level in Cirebon, with a focus on holistic and multidisciplinary implementation. The main findings of this study show that educational planning that integrates these four disciplines has a significant impact on improving the quality of learning and developing student character. In practice, religious values are integrated into all aspects of education, not only limited to religious subjects, but also in the approach to daily life at school. The philosophy of education approach strengthens the framework of moral and ethical values in the learning process, while educational psychology assists teachers in understanding students' emotional and psychological needs and creating a learning environment that supports their all-round development. Meanwhile, the sociology of education plays an important role in understanding students' social context, culture and family environment, which are critical factors in educational success. While there are challenges in integrating these disciplines, such as limited resources and differences in understanding

between stakeholders, overall this multidisciplinary-based strategic planning shows great potential for creating a more comprehensive and developmentally relevant educational experience for students.

This research not only provides new insights into the application of religion, philosophy, psychology and sociology-based educational strategic planning, but also has some significant implications that can enrich educational policy as well as practice and management at the school level. These implications can be divided into three main types: theoretical implications, practical implications and managerial implications.

### **Theoretical Implications**

The theoretical implications of this research focus on the development of concepts and theories in the field of education, especially regarding the integration of various disciplines in educational planning. The results of this research enrich the understanding of how theories of religion, philosophy, psychology and sociology can complement each other and contribute to the development of a more holistic education. Theoretically, this research shows that educational planning that focuses only on academic aspects without considering students' social, religious and psychological values will result in less holistic learning. An approach that combines the perspectives of religion, philosophy, psychology and sociology strengthens an educational framework that not only prioritizes the transfer of knowledge, but also the development of students' character and social skills.

In terms of educational theory, this research emphasizes the importance of a multidisciplinary approach that accommodates the complexity of student development, both in terms of cognitive, emotional, social, and spiritual. This approach provides a deeper understanding of how education must adapt to the needs of an increasingly dynamic era. In this context, this research opens up opportunities for the development of educational theories that are more integrative and oriented towards the diversity of science and its application in different socio-cultural contexts.

### **Practical Implications**

The practical implications of this research focus on the actual implementation of strategic planning for religion, philosophy, psychology and sociology-based education at the school level. In practice, the findings of this study show that integrating these four disciplines can have positive results in improving the quality of education in schools, especially in terms of student character development, improved social skills, and a deeper understanding of life. Therefore, the practical implication of this research is the importance of developing learning programs that integrate these theories into the curriculum, by adjusting teaching materials and teaching methods that can support the formation of students' personalities as a whole.

In addition, this research provides guidance for teachers to better understand how they can integrate religious values and philosophy in every subject taught. Teachers are also expected to use psychological approaches to understand students' emotional and psychological needs in diverse learning contexts. For example, in math or natural science lessons, teachers can teach ethical values, such as honesty and discipline, which come from religious or philosophical values. On the other hand, the psychological approach also helps teachers to create a learning environment that is fun, supportive and can improve students' mental well-

being. Thus, the findings of this study provide practical guidance for teachers and other school parties to design educational programs that are more integrative and relevant to students' needs.

### **Managerial Implications**

The managerial implications of this study focus more on the management and policies that schools and educational decision-makers need to take to support the implementation of multidisciplinary-based strategic planning. In this regard, school principals, education supervisors and policy makers at the local or national level need to consider the importance of incorporating religious, philosophical, psychological and sociological perspectives in their education policies. One of the main managerial implications is the need for changes in curriculum and teacher training policies. Existing policies should provide sufficient space to integrate religious values, philosophy, psychology and sociology in all aspects of education, not just limited to religious subjects or character education. This policy needs to be supported by a flexible and dynamic curriculum and provide appropriate training for educators to enable them to apply these concepts effectively.

At the managerial level, it is important for principals to encourage collaboration among teachers by holding regular meetings that discuss the implementation of multidisciplinary-based education. Principals should also facilitate and provide the necessary resources for continuous teacher training and development programs, especially those that focus on teaching based on religious values, philosophy, psychology and sociology. In addition, school management also needs to ensure that existing facilities, such as classrooms, counseling rooms and access to technology, support the implementation of a more holistic approach to education. With supportive policies and effective management, the implementation of multidisciplinary-based education planning will be easier to carry out and have a positive impact on students and the entire school community.

In addition, the managerial implications also touch on the importance of periodic monitoring and evaluation of the educational policies implemented. School principals and policy makers must design an evaluation system that allows them to measure the success of this multidisciplinary-based education program, both in terms of academic achievement and in terms of character development and students' social-emotional well-being. This evaluation system should involve all relevant stakeholders, including teachers, students, parents and the community, to get a comprehensive picture of the effectiveness of the education plan implemented.

Based on these findings, several recommendations can be made. First, other schools that want to adopt multidisciplinary-based strategic planning need to strengthen training and professional development for teachers by providing in-depth knowledge on the application of religious values, philosophy, psychology and sociology in concrete educational contexts. Policymakers are also advised to design policies that support the integration of these disciplines in the education curriculum at all levels, from the national curriculum to local policies in schools. In addition, it is important to continue to conduct regular evaluation and reflection on the policies and practices that have been implemented to ensure their relevance and effectiveness in supporting students' comprehensive development. For future researchers, this study provides an opportunity to further explore the application of multidisciplinary-based education strategic planning in other educational contexts and how challenges in its

implementation can be addressed more effectively. Further research could also deepen the analysis of the long-term impact of religion, philosophy, psychology and sociology-based education planning on students' learning outcomes and character development.

Thus, the conclusion of this study confirms the importance of educational planning based on a multidisciplinary approach in creating a more holistic, relevant and impactful education for students' development in junior secondary schools.

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