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Causal Analysis in Needs-Based Islamic Education Planning: A Strategic Approach for Educational Development

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Abstract

This study aims to examine the significance of causal analysis in identifying educational needs within the framework of Islamic education development. In the field of educational planning, needs assessment is an essential process for accurately identifying the gap between desired conditions and the actual situation within educational institutions. However, many educational initiatives continue to be developed without a comprehensive exploration of the underlying causes of existing problems, resulting in solutions that are less effective and unsustainable over time. Therefore, a causal analysis approach is crucial for uncovering the core factors contributing to the identification of educational needs. This study employs a qualitative descriptive method through a literature review approach by analyzing various sources related to causal analysis, needs assessment, and Islamic education planning. The findings indicate that causal analysis plays a vital role in revealing the root causes of educational challenges, including internal factors such as students, educators, and institutional management, as well as external influences such as the social environment, educational policies, technological advancements, and cultural changes. Furthermore, the implementation of causal analysis contributes to the development of educational programs that are more responsive, effective, and aligned with existing needs. This approach also supports decision-making processes in Islamic educational institutions by facilitating systematic and evidence-based planning. Therefore, causal analysis can serve as a strategic approach to improving the quality of Islamic education planning in the contemporary context.

Keyword: Causal Analysis, Needs Assessment, Islamic Education Planning

Abstrak

Penelitian ini bertujuan untuk mengkaji signifikansi analisis kausal dalam mengenali persyaratan pendidikan dalam kerangka pengembangan pendidikan Islam. Dalam bidang perencanaan pendidikan, menilai kebutuhan merupakan proses penting untuk menunjukkan dengan tepat perbedaan antara kondisi yang diinginkan dan situasi nyata dalam organisasi pendidikan. Namun demikian, banyak inisiatif pendidikan terus diciptakan tanpa eksplorasi menyeluruh terhadap penyebab mendasar dari permasalahan saat ini, sehingga menghasilkan solusi yang kurang efektif dan tidak

mampu bertahan seiring berjalannya waktu. Oleh karena itu, metode analisis sebab akibat sangat penting untuk mengungkap elemen inti yang berkontribusi terhadap identifikasi kebutuhan pendidikan. Penelitian ini menggunakan metode deskriptif kualitatif, memanfaatkan tinjauan literatur untuk menganalisis berbagai sumber terkait analisis kausal, penilaian kebutuhan, dan perencanaan pendidikan Islam. Hasilnya menunjukkan bahwa analisis kausal sangat penting dalam mengungkap penyebab mendasar kesulitan pendidikan, yang mencakup elemen internal seperti siswa, pendidik, dan manajemen institusi, selain pengaruh eksternal seperti lingkungan sosial, kebijakan pendidikan, kemajuan teknologi, dan pergeseran dalam pendidikan. budaya. Selain itu, penerapan analisis kausal meningkatkan penciptaan program pendidikan yang lebih responsif, efektif, dan fokus pada kebutuhan yang ada. Metode ini juga membantu proses pengambilan keputusan di lembaga pendidikan Islam dengan memfasilitasi perencanaan yang sistematis dan berdasarkan bukti. Oleh karena itu, analisis kausal dapat bertindak sebagai metode strategis untuk meningkatkan kualitas perencanaan pendidikan Islam dalam konteks saat ini.
Kata Kunci: Analisis Kausal, Penilaian Kebutuhan, Perencanaan Pendidikan Islam

A. Introduction

Islamic education, as a planned system, plays a strategic role in shaping individuals with faith, knowledge, and noble character. In its development, Islamic education is inextricably linked to various needs that must be met to optimally achieve educational goals. Therefore, thorough educational planning is necessary, beginning with a needs assessment(Bakhtimi et al., 2025).

A needs assessment serves as an essential first phase in the process of educational planning since it aids in recognizing the discrepancies between the ideal situations and the real situations. Nevertheless, in reality, educational needs are frequently determined merely at a superficial level, failing to deeply explore the root causes. Consequently, the planning of educational programs might turn out to be less focused and ineffective in resolving the problems that are present(Ersya et al., 2022).

In this scenario, the significance of causal examination is highlighted. Causal examination refers to a method employed to discern the relationships between causes and effects related to an issue or requirement. Gaining insights into the fundamental reasons behind a requirement allows educational planners to develop solutions that are more suitable, structured, and lasting. In the absence of a thorough investigation into the causal elements, educational policies or initiatives risk being short-lived and might not address the fundamental issues at play. In the realm of Islamic education, various influences can generate needs, both from within and outside, such as inadequate

teacher expertise, insufficient facilities and infrastructure, shifts in socio-cultural dynamics, and advancements in technology. As a result, possessing the capability to thoroughly examine these influences using a causal examination approach is vital to confirm that recognized needs accurately represent the true circumstances(Wardhani et al., 2024).

Based on this description, it is important to delve deeper into causal analysis as a way to determine the causes of needs in Islamic education. This study is expected to provide a deeper understanding and serve as a basis for developing effective, efficient, and targeted educational planning.

B. Literature Review

Causal Analysis in Islamic Education Planning

Causal examination is a methodical technique utilized to uncover the fundamental reasons behind issues within educational organizations. Within the framework of Islamic education strategy, causal examination is crucial for recognizing educational requirements that stem from real circumstances instead of presuppositions. This method allows educational organizations to create programs that are more efficient, focused, and long-lasting.

The idea of quality as outlined by Kaoru Ishikawa highlights that the standard of education is significantly linked to pinpointing the origins of issues via quality management techniques and employing cause-and-effect assessments. The Cause and Effect Diagram created by Ishikawa, commonly referred to as the Fishbone Diagram, is frequently utilized to illustrate different elements that lead to educational challenges, such as personnel, strategies, resources, surrounding conditions, and administrative frameworks. This methodology is particularly applicable to the planning of Islamic education as it assists organizations in recognizing the fundamental reasons behind educational disparities and developing strategic enhancements(Harsoyo, 2021).

Moreover, Ishikawa highlighted that enhancing quality necessitates ongoing assessment, engagement from the organization, and solutions rooted in evidence. Within the context of Islamic education, this viewpoint reinforces the creation of educational strategies that can adjust to societal changes while upholding Islamic principles and learning goals.

Needs Assessment in Islamic Education

Needs evaluation is an essential aspect of educational strategy as it reveals the difference between the present state and the intended educational results. In Islamic education, needs evaluation addresses not just academic success but also encompasses ethical, spiritual, and social growth.

Learning needs analysis refers to a structured approach intended to discover the physical, mental, and self-growth requirements of students so that an effective and student-focused Islamic Religious Education (PAI) curriculum can be created. It is asserted that this analysis forms the basis for determining suitable learning goals, techniques, approaches, and teaching materials that correspond with the traits and developmental phases of learners(Taabudillah et al., 2025).

The research further emphasizes that the learning requirements of students are complex and play a crucial role in shaping their preparedness, enthusiasm, and involvement in education (Taabudillah et al., 2025). Hence, it is essential for educational strategies in Islamic institutions to rely on an extensive assessment of needs to guarantee that educational experiences are pertinent, inclusive, and well-rounded.

From a conceptual viewpoint, evaluating needs is tightly linked to learner-focused education and the social constructivism theory introduced by Vygotsky, which highlights that education takes place through the engagement of students with their surrounding social context (Taabudillah et al., 2025). This viewpoint reinforces the significance of relevant and flexible Islamic educational strategy.

Islamic Education Planning

Planning is a crucial aspect of management within Islamic educational organizations. Efficient planning offers guidance, sets aims, distributes resources, and guarantees the success of institutional objectives.

The planning process in the management of Islamic education must be grounded in the principles of the Qur'an and Hadith, serving as a strategic framework for the growth of institutions. They contend that planning and organization are related management roles that play a vital role in the ongoing success and efficiency of Islamic educational establishments (Zuhro & Fauzi, 2025).

The research additionally clarifies that planning for education within an Islamic framework should be methodical, adaptive, effective, and attuned to shifts in society while upholding Islamic values (Zuhro & Fauzi, 2025). It is essential for educational planning to take into account the resources at hand, the vision of the institution, and the objectives for education in the long run.

Moreover, planning for Islamic education must merge spiritual beliefs with contemporary educational requirements. This combination allows Islamic educational organizations to stay pertinent when confronted with globalization, advancements in technology, and evolving expectations from society (Zuhro & Fauzi, 2025).

Contemporary Models of Islamic Education Planning

Modern Islamic educational establishments are increasingly tasked with creating planning frameworks that merge Islamic principles with current educational methodologies. This encompasses project-oriented learning, the use of technology, a focus on students, and creative teaching strategies.

Describe how Islamic education planning at MI Al-Ittihad merges Islamic principles with contemporary educational techniques through all-encompassing planning frameworks. The organization integrates the Merdeka Curriculum, digital tools, project-based learning, and education promoting Islamic values to nurture students' cognitive, spiritual, and physical skills at the same time (Suhendra et al., 2025).

The analysis reveals that successful Islamic educational planning must consider three key areas: Intellectual development (aqliyah), Spiritual development (ruhiyah), Physical development (jasadiyah) (Suhendra et al., 2025).

Furthermore, the research indicates that flexible planning, enhanced by technology and innovative learning strategies, can boost students' academic performance and involvement (Suhendra et al., 2025). This conclusion suggests that modern Islamic educational planning must not only uphold Islamic values but also adapt to the challenges posed by globalization and digital advancement.

Integrated Needs-Based Islamic Education Planning

Integrated needs-based planning describes a method of educational planning that merges curriculum applicability, creative learning techniques, and the enhancement of teacher skills to elevate both the quality and relevance of education.

Three primary necessities in Islamic education planning are: Curriculum applicability, Creative teaching techniques, Enhancement of teacher skills (Wardhani et al., 2024).

The study underscores that Islamic education curricula must evolve in response to societal and technological changes while maintaining Islamic values (Wardhani et al., 2024). Furthermore, learning methods that leverage technology and promote interaction are deemed vital for boosting student participation and enhancing the effectiveness of education.

The research further underscores the significance of teacher skills in educational advancements and digital competency (Wardhani et al., 2024). It is anticipated that educators will have teaching, professional, and technological skills to successfully address the challenges faced in modern Islamic education.

Consequently, integrated needs-based planning for Islamic education demands a comprehensive strategy that incorporates causal analysis, curriculum modification, innovative teaching approaches, and ongoing development within educational institutions.

C. Method

This research utilized a qualitative strategy through the application of a literature review technique. The literature review approach was chosen because the research aimed to evaluate and integrate theories, concepts, and earlier studies linked to causal analysis, needs assessment, and the planning of Islamic education. The sources of data for this research included scholarly journal articles, books, and pertinent academic works that examined methods of causal analysis, assessments of educational needs, and management in Islamic education.

Documentation methods were used for data collection by identifying, selecting, and scrutinizing academic sources that pertain to the research topic. The investigator collected articles from both national and international academic publications that addressed educational planning, need-based learning, quality

management, and modern Islamic education frameworks. The chosen references were prioritized according to their relevance, reliability, and currency to ensure the integrity of the study.

The method of data analysis applied in this research was content analysis. The procedure of analysis unfolded in several steps, specifically data reduction, data categorization, data interpretation, and drawing conclusions. During the data reduction phase, the researcher extracted information pertinent to the research objectives. Following that, the data were organized into categories based on key themes such as causal analysis, needs assessment, planning in Islamic education, and modern educational models. The synthesized findings were then integrated to form a thorough theoretical comprehension of needs-based planning in Islamic education utilizing a causal analysis framework.

The objective of this study was to provide a theoretical and conceptual framework for using causal analysis to assess educational needs and increase the efficacy of Islamic education planning in the modern world.

D. Result and Discussion

The Concept of Causal Analysis in Islamic Education

The goal of causal analysis in research is to find cause-and-effect linkages between two or more variables. This approach is used in science to demonstrate if a variable causes other variables, rather than just showing a correlation between them. In explanatory research, the causal technique is crucial because it offers a more comprehensive understanding of the subject under investigation (Gudono, 2006).

Statistically, a causal connection must satisfy a number of criteria, including the covariation between variables, a defined temporal sequence between cause and effect, and the absence of other variables that have a greater impact on the relationship, in order to be established. A relationship can lead to errors in interpretation if these conditions are not met, such as mistaking cause and effect for a pseudo-relationship (Gudono, 2006).

From an educational research perspective, causal analysis is a component of explanatory research that aims to address the question of "why" a phenomenon happens. This aligns with the objective of scientific research, which is to systematically

explain the causal factors behind phenomena rather than merely describe them. As a result, causal analysis is essential for generating knowledge that may be used to inform decision-making in the field of education (Zaluchu, 2020).

Within the framework of Islamic education, causal analysis is not just seen from a technical-methodological perspective, but is also connected to moral principles like trust, accountability, and instructional objectives that focus on character development. Thus, Islamic education's causal analysis takes into account moral considerations and more comprehensive educational aims in addition to empirically examining cause-and-effect linkages (Oktavia et al., 2025).

In particular, causal analysis plays a key role in assessing Islamic education needs by pinpointing elements that affect the caliber of teaching, teacher effectiveness, and overall educational results. Educational planners may identify the underlying cause of an issue by employing causal analysis, ensuring that the needs identified are genuinely pertinent and focused (Winarto et al., 2021).

In reality, a student's educational requirements are influenced by a variety of interconnected elements, including the caliber of the teachers, the instructional strategies, the infrastructure, and the students' circumstances. By pinpointing the key causes and effects among the many variables, causal analysis aids in disentangling this complexity. The interventions made may be made more effective and efficient in this manner (Tiro, 2021).

In Islamic education, causal analysis is used in addition to the human resource planning process. For instance, the competency needs of teachers and education workers might be determined by conducting a job analysis that takes into account their responsibilities and tasks. It demonstrates that data-driven, methodical analysis is necessary in order to identify educational requirements, rather than simply relying on assumptions or routines (Oktavia et al., 2025).

Additionally, when analyzing student learning needs in learning development, a causal approach is necessary in order to identify the elements that affect learning outcomes. An analysis of the actual circumstances of the students leads to the identification of their requirements, which include contextual information, a range of instructional materials, and opportunities for teamwork. In this way, causal analysis

serves as the foundation for creating educational programs that are responsive to student needs and adaptable (Abdulrahman et al., 2026).

As a result, it can be inferred that causal analysis is crucial in ascertaining the demands of Islamic education, beginning with problem identification and priority needs and continuing through the development of educational policies. By making sure that every choice is made with a thorough knowledge of cause-and-effect relationships, this strategy guarantees that the quality of education is improved in a long-lasting way.

How to Determine the Causes of Need in Islamic Education

Identifying educational issues is a crucial first step in causal analysis since it determines the course of the needs assessment. Issues in Islamic education encompass institutional, ethical, moral, and spiritual aspects, not just academic ones. For this reason, the identification process must be conducted thoroughly, taking into account all variables that affect the caliber of education (Muminin & Faslah, 2025).

A mismatch between ideal and real conditions in the field is often the root cause of educational challenges. Low instructional quality, for instance, might be caused by a variety of reasons, including inadequate teacher competence, an inflexible curriculum, or a lack of resources and infrastructure. Consequently, problem identification requires the ability to investigate the underlying causes rather than simply focusing on outward symptoms (Maulana et al., 2022).

The capacity to differentiate between correlational and causal connections is also a part of problem identification in a scientific methodology. In order to identify the primary problem to be studied, caution must be used because not all variable interactions imply causality. It's crucial that the needs assessment procedure doesn't make any errors in prioritizing educational challenges (Suleman & Rahman, 2025).

Therefore, when performing causal analysis to identify educational issues in Islamic education, one must take a systematic, data-driven approach that takes into account the whole environment. The next steps in the educational needs analysis are largely determined by this stage.

The next step after identifying the issue is to gather pertinent information in order to better comprehend educational requirements. The objective of this data gathering is to provide an unbiased view of the actual circumstances in the field,

ensuring that the analysis is based on empirical data rather than assumptions (Baradwaj & Pal, 2012).

The data used for needs analysis can come from a variety of sources, including observation, interviews, documentation, and secondary data analysis. Data mining and other technologies can also be used to uncover patterns in educational data, such as student achievement or variables that affect learning outcomes, in the context of contemporary education. Data collection is clearly a crucial component of informed educational decision-making, as seen by this (Baradwaj & Pal, 2012).

In addition to that, Islamic education should take into account elements of educational values and objectives while collecting data. The information gathered must encompass students' affective and spiritual aspects in addition to their cognitive ones. In this way, educational requirements may be expressed more completely and in line with the objectives of Islamic education (Muminin & Faslah, 2025).

As a result, in order for it to serve as a solid foundation for conducting cause-and-effect analysis and identifying effective solutions in education, needs data must be collected in a systematic, legitimate, and pertinent manner.

The last step of causal analysis, which seeks to identify the primary causes of the issue, is figuring out its root cause. Because the solution will depend on the accurate identification of the problem's root, this step is crucial.

The scientific method of identifying the root of the issue involves taking into account a number of variables that have been previously analyzed, either via fishbone diagrams or other methods. Because mistakes can be made while identifying the priority issues that need to be addressed first, this procedure necessitates a thorough evaluation (Pertiwi, 2020).

In addition to this, in the context of Islamic education, identifying the source of the issue must also take into account educational ideals that focus on moral development and character development. This demonstrates that the solution must also include a moral and spiritual component, not just a technical one (Muminin & Faslah, 2025).

Therefore, identifying the underlying reason of the issue is essential for a good educational needs analysis. Educational institutions can create policies and programs

during this period that are more successful, focused, and long-lasting in raising the standard of Islamic education.

Factors Causing the Emergence of Needs for Islamic Education

The necessity for Islamic education is the product of a complex web of variables that originate from within (internal), outside (external), and the educational system itself (systemic) (Nurhayati & Rosadi, 2022). These elements must be understood for the educational planning process to be conducted in a contextually appropriate manner.

The entire Islamic education process revolves around the pupils. The unique qualities of pupils, which include their intellectual, emotional, social, and spiritual components, have a big impact on their educational requirements (Fajriani et al., 2024). From an Islamic education perspective, students are viewed not just as people who need to learn, but also as beings with a spiritual need to be closer to Allah SWT. As a result, their educational requirements are integrative and holistic (Asykur et al., 2025).

In addition to factors such as socioeconomic circumstances, family culture, and prior learning experiences, variations in students' backgrounds are also significant in the development of educational demands. Students' real circumstances and the desired educational outcomes are frequently the cause of the development of learning requirements. This issue is known as the "gap between expectations and reality" in instructional needs assessments, which must be identified through needs analysis.

Furthermore, a student's educational needs are influenced by their psychological growth. The needs of students vary at different ages, both in terms of the subject matter taught and the manner in which it is taught. Islamic education, in this context, must be able to modify its teaching methods and strategies to meet the needs of students at various stages of development.

Current literature on Islamic education also includes student needs like self-actualization and transcendence, which refers to the need to comprehend the purpose of one's life and one's connection with God (Dalillah et al., 2025). This shows that Islamic education has more scope than common education.

The caliber of Islamic education is greatly influenced by instructors. A lack of teacher skills in facilitating learning frequently leads to educational needs. A teacher's

skillset includes their professional, pedagogical, social, and interpersonal abilities (Mu'arif, 2023). Ineffective learning processes might result from an imbalance in proficiency in these skills.

Nowadays, instructors need to be proficient in Islamic subject matter and capable of incorporating technology into their instruction. It is imperative that teachers' skills be improved, notably in the fields of technology and learning innovation. According to research, enhancing teacher proficiency is a crucial need for the advancement of Islamic education in order to maintain its ongoing relevance.

Additionally, instructors of Islamic studies act as role models (uswah hasanah). As a result, educational needs also develop when there is a discrepancy between the principles being taught and the teacher's actions. This may have an impact on how well students learn about character and ethics. Furthermore, the importance of ongoing professional growth for teachers is a key consideration. Teachers must keep developing their skills to address growing educational challenges, such as changes in the curriculum, advancements in technology, and evolving social environments (Munawir et al., 2025).

The management of Islamic educational institutions plays a crucial role in determining the direction and quality of education. Educational needs often arise from weaknesses in the management system, such as inadequate planning, ineffective organization, and lack of ongoing evaluation.

In the context of Islamic education, institutional management is not only oriented towards administrative aspects but also towards Islamic values (Ekowati et al., 2025). Therefore, the need for a professional and values-based management system is crucial. The lack of integration between Islamic values and modern management practices can lead to various problems in the implementation of education. Furthermore, limited facilities and infrastructure are also management factors. Research shows that learning facilities, the number of teaching staff, and institutional support are factors that influence the needs of Islamic education.

Good management also includes the ability to respond to change. Islamic educational institutions must be able to adapt to changing times, including in terms of curriculum, teaching methods, and the use of technology. The inability to adapt will lead to the need for reform of the education system.

The social environment is an external factor that significantly influences the need for Islamic education. The family, community, and social environment play a significant role in shaping students' character and behavior. Rapid social change often poses new challenges for Islamic education. In the modern context, shifts in social values such as individualism, materialism, and cultural globalization can influence students' mindsets and behavior. This requires Islamic education to strengthen character and moral education in response to these changes.

Furthermore, the social environment also influences educational needs in terms of curriculum relevance. Islamic education must adapt to societal needs to remain relevant and beneficial. Research shows that social change is a key factor driving innovation in Islamic education. Thus, Islamic education cannot be separated from the social context of society. Educational needs will continue to evolve in line with social change (Nurzamsinar et al., 2025).

In the modern context, shifts in social values such as individualism, materialism, and cultural globalization can influence students' mindsets and behavior. This requires Islamic education to strengthen character and moral education in response to these changes. Furthermore, the social environment also influences educational needs in terms of curriculum relevance. Islamic education must adapt to societal needs to remain relevant and beneficial. Research shows that social change is a key factor driving innovation in Islamic education.

Thus, Islamic education cannot be separated from the social context of society. Educational needs will continue to evolve in line with social change.

Education policy is an external factor that significantly determines the direction of Islamic education. Government policies in the field of education, such as curriculum, national education standards, and evaluation systems, influence educational needs in Islamic educational institutions.

Educational institutions must frequently adjust to changes in education policy (Tintingon et al., 2023). For instance, when a new curriculum is implemented, educational institutions and teachers must create suitable teaching strategies. This calls for curriculum development, training, and the supply of sufficient learning materials. Additionally, funding and regulatory issues are connected to education policy. The

growth of Islamic education may be hampered by financial constraints and unfavorable regulations (Akhyar, 2024).

In the field of educational studies, education policy is regarded as a crucial element that affects both the quality and trajectory of education. Consequently, educational needs frequently arise as a result of changes in policy.

The advancement of information and communication technology significantly impacts the requirements of Islamic education in the contemporary era. Technology has revolutionized our methods of learning, accessing information, and engaging in the educational process (Hasnida et al., 2024). The necessity for integrating technology into learning is becoming increasingly vital. Islamic education must leverage technology as an effective medium for learning, including e-learning, interactive multimedia, and various digital platforms.

Studies indicate that the demand for innovative, technology-driven learning approaches is a primary focus in the evolution of modern Islamic education. This highlights that technology is not just a tool, but also a fundamental component of educational needs themselves (Missouri, 2023).

Nevertheless, the application of technology in Islamic education must take into account Islamic values. Consequently, there is a pressing need to cultivate values-based digital literacy to ensure that technology is utilized judiciously and in alignment with Islamic principles. Culture serves as an external element that affects the requirements of Islamic education in both local and global settings. The local culture imparts identity and character to Islamic education, whereas the global culture introduces influences that can enhance or challenge Islamic values.

The phenomenon of cultural globalization has resulted in the introduction of new values that do not always correspond with Islamic principles. This necessitates that Islamic education be capable of discerning and adapting to changing cultural landscapes. Moreover, culture significantly impacts the curriculum and pedagogical approaches. Islamic education must effectively merge local cultural values with Islamic teachings to ensure it remains contextual and pertinent.

Studies indicate that socio-cultural elements and global trends are crucial in shaping the Islamic education curriculum (Sukino, 2023). This highlights the pivotal role of culture in defining educational requirements.

Systemic factors in Islamic education encompass the entire framework, which includes the curriculum, teaching methods, assessment, and the incorporation of Islamic values (Husna, 2026). Discrepancies within this framework can result in various educational requirements.

A prevalent systemic issue is the division between religious and general knowledge. This division hinders Islamic education from producing graduates who possess a well-rounded blend of intellectual and spiritual skills. Moreover, the disconnect between the curriculum and the demands of the contemporary world is another systemic factor that generates educational needs. Studies indicate the significance of aligning the curriculum with current societal needs for Islamic education to remain relevant and competitive. Additionally, the absence of coherence among educational objectives, the learning process, and assessment can lead to ineffective education and a failure to meet its intended outcomes. Consequently, a thorough enhancement of the education system is an essential requirement in Islamic education.

Conclusion

Causal analysis is crucial in identifying educational needs within the framework of Islamic education planning. By employing a causal analysis methodology, educational institutions can systematically and comprehensively uncover the underlying causes of educational challenges, rather than simply addressing apparent symptoms. This research illustrates that the educational needs in Islamic education arise from a variety of interconnected elements, such as students, educators, institutional governance, social contexts, educational policies, advancements in technology, cultural shifts, and systemic educational challenges. Therefore, conducting a needs assessment in Islamic education should rely on evidence-based and data-driven evaluations to guarantee that educational planning is relevant, adaptable, and effective. Moreover, this research indicates that Islamic education planning must harmonize Islamic values with modern educational requirements, which encompass technology integration, innovative pedagogical approaches, curriculum relevance, and the enhancement of teacher competencies. The application of causal analysis aids in the formulation of educational programs that are more attuned to societal transformations while upholding the spiritual, moral, and intellectual goals of Islamic education. As a result, causal analysis can function as a strategic framework for enhancing the quality, sustainability, and effectiveness of Islamic education planning in contemporary society.

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