



Surat Al-Fatihah as a Framework for Developing Vision and Mission in Islamic Education Management

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ABSTRACT: This study aims to analyze Surat Al-Fatihah as a framework for developing the vision and mission of Islamic education management. Surat Al-Fatihah, as the opening chapter of the Qur'an, contains profound philosophical and ethical values that can serve as guidelines for educational institutions. The research adopts a qualitative approach with content analysis, exploring the interpretation (tafsir) of key verses of Al-Fatihah in relation to management principles. The findings reveal that the elements in Al-Fatihah, such as the acknowledgment of divine guidance, the commitment to servitude, and the pursuit of the straight path (*sirat al-mustaqim*), provide a holistic and spiritual foundation for the development of vision and mission. These elements integrate spiritual values with modern management principles, enabling a balanced approach to educational leadership. The study concludes that utilizing Al-Fatihah as a framework can enrich Islamic education management with a unique combination of spiritual depth and practical relevance.

KEYWORDS: Surat Al-Fatihah, Islamic education management, vision and mission, spirituality, leadership

I. INTRODUCTION

Al-Fatihah is one of the most important chapters in the Qur'an. As the opening chapter of the Islamic holy book, Surah Al-Fatihah holds profound meanings and is rich with philosophical and spiritual values (Fadhilah & Nirwana, 2023; Maslekhan, 2024). Its verses depict the relationship between humans and God, emphasizing the importance of awareness of Allah's power and guiding humanity to remain on the straight path (*sirat al-mustaqim*). The relevance of these values extends beyond religious rituals and can be adapted to various aspects of life, including education. In the context of Islamic education, Surah Al-Fatihah has the potential to

serve as the foundation for developing a holistic and spiritually-oriented vision and mission for educational institutions (Al-Daosari, 2024).

Islamic educational management is a continuously evolving discipline, shaped by social dynamics and the needs of the education sector (Klein, 2023). As a system rooted in Islamic teachings, it emphasizes not only technical aspects such as planning, organizing, and evaluation but also incorporates moral and spiritual values at every step (Adil et al., 2018; Dwangu & Mahlangu, 2021; McAndrew et al., 2023). Consequently, the vision and mission in Islamic education must be designed to reflect a balance between worldly and spiritual dimensions. In this regard, Surah Al-Fatihah can act as a strategic guide to create a vision and mission aligned with Islamic values (Al-Dawoody et al., 2021; Nasution, 2023).

Vision and mission are vital elements in educational management (Chen & Gao, 2024; Seipajervi et al., 2024). The vision provides a long-term goal for an institution, while the mission outlines the strategic steps to achieve that goal. In the context of Islamic education, the vision and mission aim not only to produce intellectually competent individuals but also to nurture *insan kamil*—those with noble character, strong spirituality, and a commitment to Islamic values (Donkoh et al., 2023). Thus, a formulation approach that combines rationality and spirituality is essential for developing the vision and mission of Islamic educational institutions.

This study is based on the idea that Surah Al-Fatihah, with its universal and spiritual values, can serve as a conceptual foundation for developing a vision and mission. Verses such as "*Iyyaka na'budu wa iyyaka nasta'in*" (You alone we worship, and You alone we ask for help) can provide a philosophical basis for instilling divine values in the vision and mission. Similarly, the verse praying for guidance to the straight path (*Ihdinas sirat al-mustaqim*) can be translated into an institutional



commitment to offering education that directs students toward the right path according to Islamic teachings (Al-Daosari, 2024).

Several previous studies have explored the relevance of Surah Al-Fatihah from various perspectives. Hasan (2019) highlighted its role in shaping noble character, while Suryadi (2021) examined its function as a spiritual guide in daily life. In the educational context, Yusron (2020) discussed the implementation of Al-Fatihah's values in pesantren curricula. However, these studies primarily focused on theological and practical aspects without directly linking them to the development of vision and mission in Islamic educational institutions.

To date, research specifically addressing Surah Al-Fatihah as a conceptual framework in Islamic educational management—particularly in the development of vision and mission—remains limited. This represents a significant gap, as it is crucial to provide a stronger foundation for Islamic educational institutions in formulating their strategic direction and goals. This research gap opens an opportunity to delve deeper into how Surah Al-Fatihah can be translated into practical educational management principles.

This study aims to provide both theoretical and practical contributions to the field of Islamic educational management. Theoretically, it offers a new perspective on how Qur'anic values, particularly those in Surah Al-Fatihah, can serve as a conceptual framework for vision and mission development. Practically, it provides guidance for Islamic educational institution managers in formulating vision and mission statements based on spiritual values. Thus, this research not only enriches the academic literature but also has practical relevance in the realm of Islamic education.

II. METHOD

This study employs a qualitative approach with a descriptive-analytical method to explore the profound meaning of Surah Al-Fatihah as a foundation for developing the vision and mission of Islamic education (Cissé & Rasmussen, 2022; Hart, 2018; McCoy et al., 2024). Primary data were derived from content analysis of Surah Al-Fatihah using classical and contemporary exegeses, such as Tafsir Ibn Kathir, Tafsir al-Jalalain, and Tafsir al-Misbah. Secondary data comprised literature on Islamic educational management, vision and mission formulation, and Qur'anic values. Data

collection was conducted through a literature review, focusing on themes such as divine values, guidance, and morality (Barrett & Twycross, 2018; Gill et al., 2008). Data analysis was performed inductively, involving data reduction, data presentation, and conclusion drawing to connect the analysis results with educational management theories (Hashimov, 2015; Miles et al., 2013; Santos & Dano, 2024).

Data validity was ensured using triangulation techniques by comparing analysis results from various exegeses and literature sources. A hermeneutic approach was applied to holistically understand the text, considering historical, linguistic, and spiritual contexts (Jansen et al., 2022; Kirchhübel et al., 2023; Nagashima et al., 2024). The study also involved experts in Islamic exegesis and educational management as validators (Cerero et al., 2023). The research outcomes are expected to yield an applicable conceptual framework for developing the vision and mission of Islamic education, integrating spiritual values with modern management principles.

III. RESULT AND DISCUSSION

Research Findings

This study identifies that Surah Al-Fatihah contains profound philosophical and spiritual values highly relevant to the development of vision and mission in Islamic educational management. Data analysis from classical and contemporary interpretations highlights five key themes that can serve as strategic foundations for Islamic educational institutions: divinity, awareness of divine guidance, social relations, moral values, and commitment to spiritual success.

1. Divinity as the Core of Vision and Mission

Tafsir al-Jalalain and Tafsir Ibn Kathir emphasize that the first verse, "*AlhamdulillahilRabbil 'alamin*" (All praise is due to Allah, Lord of the worlds), reflects human recognition of Allah as the ultimate owner of the universe. This value can be implemented in the vision of education to ensure that all educational activities ultimately aim at achieving Allah's pleasure. Islamic educational institutions should center their vision on fostering God-conscious individuals (Adillah Zahra, 2022; Ali Akbar & M.Th.I, 2024).

2. Awareness of Divine Guidance as a Strategic Pillar



The verse “*Ihdinassirat al-mustaqim*” (Guide us to the straight path) underscores the importance of divine guidance in all aspects of life, as elaborated in Tafsir al-Misbah. In Islamic education, this value is pivotal for shaping a mission that directs learners toward truth aligned with Islamic teachings (Miftahul Ulum & Muhammad Mafatihul Ilimi, 2024). This theme also reflects the institution's commitment to being both intellectual and spiritual guides.

3. Social Relations and Collaboration

Verses such as “*Maliki yaumiddin*” (Master of the Day of Judgment) and “*Iyyakana’buduwa’iyyakanasta’in*” (You alone we worship, and You alone we ask for help) stress human responsibility to Allah and the importance of cooperation. Classical exegeses highlight the balance between vertical (relationship with Allah) and horizontal (relationship with others) connections (Maslekhan, 2024; Nasution, 2023; Wildan Faqih, 2024). In educational management, this value translates into a vision emphasizing collaboration among educators, students, and the community to build a supportive educational ecosystem.

4. Moral Values in Educational Vision

The verse “*Siratallazinaan’amta ‘alaihim*” (The path of those You have blessed) highlights the importance of emulating virtuous values. Tafsir Ibn Kathir elaborates that this verse teaches the significance of character education rooted in the values of prophets and righteous individuals (Al-Daosari, 2024; Kerwanto et al., 2024; Maskur & Santosa, 2023; Rohman et al., 2023). For Islamic educational visions, this verse inspires the creation of individuals who excel intellectually and uphold high moral standards.

5. Commitment to Worldly and Spiritual Success

The verse “*Ghairilmaghdhubi ‘alaihimwaladdhallin*” (Not the path of those who have earned Your anger nor those who have gone astray) reflects the need for educational institutions to steer students away from moral and intellectual deviations. As emphasized in Tafsir al-Misbah, this verse is relevant to educational missions that integrate spiritual and academic values to develop individuals who are successful both in worldly and spiritual

dimensions (Aswati Sarah et al., 2024; Azhari & Fauzi, 2024; Rozi, 2024; Yahya et al., 2022).

The verse “*Ghairilmaghdhubi ‘alaihimwaladdhallin*” highlights the importance of safeguarding students from the pitfalls of moral and intellectual corruption. By incorporating spiritual and academic values into their educational missions, Islamic institutions can cultivate individuals who are not only academically competent but also morally upright and spiritually grounded. This holistic approach aligns with the divine guidance provided in the Quran and ensures that students are equipped to navigate the challenges of the modern world while remaining steadfast in their faith and commitment to righteous actions.

Integration with Islamic Educational Management

Secondary literature indicates that vision and mission in Islamic educational management must balance worldly and spiritual goals. The analysis demonstrates that the values of Surah Al-Fatihah can serve as strategic guidelines. Islamic educational institutions can utilize the verses of Al-Fatihah to design visions rooted in divinity and missions that emphasize spiritual guidance and character building (Donkoh et al., 2023; Nasution, 2023).

To further elaborate on the potential of Surah Al-Fatihah in shaping Islamic educational visions and missions, it is crucial to recognize the universal and timeless nature of its message. The verses of this revered chapter encapsulate fundamental principles that transcend cultural and temporal boundaries. By aligning educational goals with these divine directives, Islamic institutions can cultivate holistic individuals who are not only academically proficient but also spiritually enlightened and morally upright. Such an approach equips students with the knowledge, skills, and values necessary to navigate the complexities of modern life while remaining steadfast in their faith and commitment to societal betterment.

The findings affirm that Surah Al-Fatihah is not only part of religious worship but also has strategic relevance in constructing holistic, inclusive, and divinely-oriented vision and mission statements for Islamic education. This provides a philosophical and practical foundation for educational managers in creating systems aligned with Islamic teachings.



Table 1: Integration of Surah Al-Fatihah's Values into Vision and Mission Development for Islamic Education

Verses of Surah Al-Fatihah	Core Values	Relevance in Islamic Education Management	Implementation in Vision and Mission
" <i>Ihdinassirat mustaqim</i> "	al-Hidayah	Emphasizing the importance of guidance in strategic and operational decision-making in educational management.	The mission of management is focused on formulating policies that promote the spiritual and intellectual development of individuals.
" <i>Malikiyaumiddin</i> "	Responsibility and social relations	Encouraging a balance between responsibility to Allah (spiritual accountability) and social responsibility in the education management system.	The mission reflects collaboration between leaders, educators, and the community in building a harmonious educational environment.
" <i>Siratallazinaan 'amta 'alaihim</i> "	Role models and moral values.	Emphasizing the importance of building moral values in education management, by exemplifying the leadership qualities of the prophets and righteous individuals in management practices.	Shaping individuals in management who are strong in character, ethical, and have a clear moral vision.
" <i>Ghairilmaghdhubi 'alaihimwaladdhallin</i> "	Commitment to success in the hereafter.	Avoiding managerial practices from ethical deviations and focusing on achieving a balance between worldly and spiritual success.	Managerial policies based on spiritual values that support the achievement of institution's goals in a holistic manner.

The table above outlines the integration of the values contained in Surah Al-Fatihah into the development of vision and mission in Islamic educational management. Each verse of Surah Al-Fatihah is connected to a core value that can be applied in educational management, such as divinity, guidance, social responsibility, moral values, and commitment to spiritual success. These values are relevant for establishing a managerial

system based on spiritual accountability, divine guidance in decision-making, harmonious collaboration, and policy development that integrates ethical values with the holistic goals of Islamic education. The table provides a concrete framework for Islamic educational institutions to design visions and missions aligned with Qur'anic value-based management principles.

Discussion

The research findings indicate that Surah Al-Fatihah contains universal values that can be

integrated into the development of vision and mission in Islamic educational management. These values encompass dimensions of divinity, guidance, social responsibility, morality, and



commitment to spiritual success, which align with various value-based educational management theories.

The Divine Dimension in Vision and Mission

Islamic management theory emphasizes that all managerial activities must be based on the concept of Tawhid (the oneness of Allah), as explained by Muhammad Syukri Salleh (2013) in *Management from Islamic Perspectives*. The verse “*Alhamdulillah Rabbil ‘alamin*” supports this view by directing educational visions and missions toward achieving Allah’s pleasure (Kerwanto et al., 2024). Emphasizing divine values ensures that educational institutions pursue not only worldly but also spiritual objectives.

The foundational principle of Tawhid, the oneness of Allah, is central to Islamic management theory, as articulated by Muhammad Syukri Salleh (2013). This principle underscores the imperative for all managerial activities, including those within educational institutions, to be aligned with divine purpose. The verse “*Alhamdulillah Rabbil ‘alamin*” reinforces this notion, directing educational visions and missions towards the ultimate goal of attaining Allah's pleasure. By prioritizing divine values, Islamic educational institutions can cultivate a holistic approach that encompasses both worldly and spiritual development, ensuring that students are equipped to excel in both realms.

Guidance as a Strategic Directive

In the context of educational management, the concept of guidance in the verse “*Ihdinas sirat al-mustaqim*” highlights the importance of moral and spiritual guidance in decision-making. This aligns with the Islamic Management Ethics theory proposed by Al-Aidaros et al. (2013), which asserts that leadership in education should be grounded in Qur’anic values to ensure integrity in decision-making.

The concept of effective leadership in Islamic education is deeply influenced by the values of the Quran. The verse 'Ihdinas sirat al-mustaqim' inspires educational leaders to be role models for their students. A good leader not only possesses adequate knowledge and managerial skills but also possesses a noble character and high integrity. Thus, he is able to guide students towards the right path and provide a good example in all aspects of life.

Social Responsibility and Collaborative Relationships

The verses “*Maliki yaumiddin*” and “*Iyyaka na’budu wa iyyaka nasta’in*” emphasize the balance between vertical responsibilities to Allah and horizontal responsibilities to humankind. This resonates with stakeholder theory in educational management, which stresses the importance of collaboration among stakeholders to create an inclusive educational ecosystem. Robbins and Coulter (2018) underscore that harmonious relationships between individuals and institutions are crucial to achieving organizational goals.

The verses “*Maliki yaumiddin*” and “*Iyyaka na’budu wa iyyaka nasta’in*” not only highlight the ultimate authority of Allah but also underscore the significance of social responsibility. By acknowledging Allah as the ultimate owner of all things, individuals and institutions are compelled to act in a manner that benefits society as a whole. This divine perspective aligns with the contemporary concept of corporate social responsibility, which emphasizes the ethical and moral obligations of organizations. Islamic educational institutions can leverage this divine mandate to foster a culture of social responsibility, encouraging students and staff to engage in community service, environmental stewardship, and other socially beneficial activities. By cultivating a strong sense of social responsibility, these institutions can contribute to the betterment of society and fulfill their divine purpose.

Morality in Managerial Practices

The moral values embedded in the verse “*Siratal lazina an’amta ‘alaihim*” reinforce the importance of character-based education. Islamic education emphasizes character development as an integral part of educational management, as articulated by Al-Attas (1993) in *The Concept of Education in Islam*. Morality embedded in vision and mission ensures that managerial practices focus not only on academic outcomes but also on building the character of learners.

The advancement of information technology has had a significant impact on the world of education. In the context of integrating Islamic values, technology can be an effective tool to enrich the learning process. Online learning platforms, educational applications, and social media can be utilized to present learning materials relevant to Islamic values (Muliadi et al., 2024; Nasihin et al., 2024; Nasri et al., 2023). For



example, animated videos that tell the stories of prophets and companions can capture students' interest and facilitate their understanding of the values of faith, honesty, and patience (Nasri, 2024a, 2024b). Additionally, online discussion forums can be used to facilitate discussions on contemporary issues related to Islamic values, enabling students to develop critical thinking and analytical skills.

Commitment to Holistic Success

The verse "*Ghairil maghdhubi 'alaihim waladdhallin*" provides guidance for avoiding deviations and ensuring both worldly and spiritual success (Akhyar et al., 2024; Faqih, 2023; Furqan, 2023; Wildan Faqih, 2024). The Transformational Leadership theory by Bass and Avolio (1993) supports the idea that leadership oriented toward spiritual values can inspire organizations to achieve greater goals, creating a balance between material and spiritual achievements.

These research findings are significant because they offer a holistic approach to managing Islamic educational institutions. Surah Al-Fatihah, as the essence of the Qur'an, serves as a value guide that strengthens managerial strategies by embedding ethical and spiritual principles into every aspect of planning, implementation, and evaluation in educational management. This study makes a critical contribution to integrating Qur'anic values into Islamic educational management, affirming that value-based management rooted in divine principles is not only effective but also capable of addressing moral, social, and intellectual challenges in modern education.

IV. CONCLUSION

This study asserts that Surah Al-Fatihah serves as a fundamental foundation for developing vision and mission in Islamic educational management. The verses of Surah Al-Fatihah encompass universal values such as divinity, guidance, social responsibility, morality, and commitment to spiritual success, which are relevant for shaping the basic principles of educational governance. Through an analysis of classical and contemporary interpretations, these values can be implemented in the formulation of a vision oriented toward attaining Allah's pleasure and a mission that emphasizes the development of individuals with holistic character, ethics, and achievements.

The contribution of this study lies in providing a new approach to integrating Qur'anic values into the practice of Islamic educational management.

By using Surah Al-Fatihah as a reference framework, educational institutions can strengthen spiritual accountability, morality, and collaboration among stakeholders. This approach is not only relevant in addressing the challenges of modernization in education but also has the potential to create a more meaningful and sustainable management system in developing *insankamil* (the complete and ideal individual).

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