

Alumni development planning of Daar En Nisa Islamic School

Mujahidin ^{a.1,*}, Nesia Andriana ^{b.2}, Nabila Nurul Fatimah ^{c.3}, Raqib Moslimany ^{d.4..}

^{a,b,c,d} Graduate School of Ibn Khaldun University, Bogor, Indonesia

^{*1}endin.mujahidin@uika-bogor.ac.id; ²nesia.andriana@uika-bogor.ac.id; ³nabilanrl274@gmail.com,

⁴moslimany@zaytuna.edu

* Correspondent Author

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ABSTRACT

Alumni are a strategic asset in the development of educational institutions, especially amidst the challenges of globalization that demand synergy between academic quality, character, and social contribution. This article comprehensively discusses the alumni development planning of Daar En Nisa Islamic School, an Islamic educational institution for girls in Bogor that emphasizes holistic education based on faith, knowledge, and charity. This study uses a qualitative approach with library research methods to explore theories, strategies, and best practices in alumni management. Daar En Nisa implements various strategies for developing quality alumni, such as talent mapping, interest- and potential-based majors, and guidance towards State Universities (PTN). Furthermore, character building through the integration of Pancasila and Islamic values serves as a primary foundation in shaping students' personalities. This strategy produces alumni who excel not only academically but also possess spirituality, integrity, and high competitiveness. To build an active and productive alumni network, the school develops a digital communication platform, organizes mentoring programs, seminars, internships, and a digital newsletter. Alumni are also encouraged to play a role in the institution's development through intellectual, material, and spiritual contributions. The goals of the alumni program include career development, strengthening higher education networks, and lifelong learning. This study demonstrates that structured and sustainable alumni development planning provides mutual benefits for both alumni and their alma mater. Alumni become strategic partners in realizing the vision of holistic and transformative Islamic education. This article recommends that every educational institution develop an alumni development strategy as an integral part of its long-term planning, in order to create a generation of competitive learners who can make a real contribution to the community and the nation.

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Introduction

In context institution education, alumni not only considered as part from the past that has completing the academic process, but also as representation results from the educational process carried out by the institution. Alumni reflect the quality, culture, values, and educational philosophy implemented by an institution. As such, they play a strategic role as indicators of success and partners in the institution's future development. In Islam, the usefulness of knowledge and contribution to society are the true measure of a person's success. As the Prophet Muhammad (peace be upon him) said: "The best people are those who are most beneficial to others" (Narrated by Ahmad). Therefore, educational institutions ideally should not only focus on academic success while students are still in the education system, but also prepare them to become alumni who are useful, productive, and contribute to the wider community (Wisnujati et al., 2021).

Terminologically, alumni (plural of *alumnus*) has a simple yet profound meaning. According to the online version of the Great Indonesian Dictionary (KBBI), alumni are people who have attended or graduated from a school or college. However, in practical and social terms, alumni has a much broader meaning. Alumni are not merely people who have completed their studies at an institution, but rather individuals who carry the institution's name in their lives. Therefore, every action, achievement, and even life value of alumni contributes to the image and reputation of the educational institution where they studied. This makes alumni a strategic asset in building the branding, credibility, and reputation of an educational institution in the eyes of the public (Wathoni, 2021).

In today's increasingly competitive world, the presence of a strong, successful, and loyal alumni is a crucial asset for an educational institution. Alumni serve as a highly effective and authentic promotional medium. They can serve as a bridge between the institution and the community, industry, government, and other institutions. (Budiarto, 2020). Alumni who are successful professionally and personally can have a significant impact on the institution's image, both directly and indirectly. Furthermore, alumni also have the potential to make concrete contributions to the development of educational institutions through networking, internship and work opportunities for active students, fundraising, and even experience-based training or seminars. This demonstrates that alumni are not merely products of an educational institution, but also active partners in the institution's ongoing development process (Sutono, 2020).

The role of alumni becomes even more significant when linked to the essence of education as a public service aimed at developing students' potential. According to Syahrudin and Susanto (2019), education is a service process carried out by educators in educational units to develop children's potential holistically. This process not only covers aspect intellectual, but also emotional, spiritual, and social. Therefore that, success education should not only measured from mark academic, but also from quality personality and contribution social graduates. Within the framework this, alumni become proof real from results education term long, and if they show success in life in society, then the institution that graduated him will too get legitimacy strong social (Pratama & Dewi, 2021).

In accordance with mandate Law no. 20 of 2003 concerning National Education System, education national aim For develop potential participant educate to become a man of faith, piety, morals noble, healthy, knowledgeable, capable, creative, independent, and become democratic citizens as well as responsible answer. A. This goal show that education not only directed For print smart graduates in a way academic, but also for form a complete and virtuous personality noble. In the context of In this case, alumni play a role as a barometer of success institution in reach objective said. If the alumni are able to apply values the in life real, then That become proof that the educational process undertaken has succeed in a way substantial (Difia Elfara Alviolita & Norma Fitria, 2024).

However, the challenge big emerged in the era of globalization moment this, which is marked with current very fast information, openness global access, and increasing individualism. Challenges major problems faced by the world of education is moral degradation, fading values character, and the emergence distraction in life students. (Pratama & Dewi, 2021) mention that quality low education, especially in strengthening character and morals, is one of the reason main problem social issues that befell generation young. Many participants students who do not own foundation strong values, so that easy affected by

influence external , including from social media , pop culture , and style life frequent consumerism contradictory with Educational values (Antika et al., 2025) .

Although government and institutions education has make an effort insert values character in curriculum , in in practice often happens inequality in implementation . This is Can due to limitations ability power educators , environment social that is not support , or lack of consistent exemplary behavior from educators That itself . In addition , the current technology that continues to develop also rapidly become challenge separately . Children and teenagers now very dependent on technology , especially gadgets, which if No supervised and directed with good , can become source deviation behavior . Content available negatives in a way widespread on the internet to become threat Serious in form personality generation young . Because of that that , education character No Can only charged to the institution education , but must become not quite enough answer together between school , family and community (Natalia et al., 2023) .

In such situations, the role of parents becomes crucial. They must be the primary companions for their children in accessing and using technology wisely. Parents act not only as supervisors but also as guides and role models. (Syahid Musthofa Akhyar, 2022) emphasizes the importance of parental involvement in instilling positive values and limiting the negative influence of technology on children. With close collaboration between parents and educational institutions, the process of character formation in children will be more effective and comprehensive. This is where the importance of choosing an educational institution that excels not only academically but also pays serious attention to character and moral education becomes crucial. (Rahmatullah & Atikah, 2022) .

Given the increasingly complex developments of this era, the public must be more selective in choosing an educational institution. Choices cannot be based solely on academic achievement, but also on the institution's track record in producing high-quality and character-driven alumni. Successful alumni are not only a source of pride but also a benchmark for the quality of education provided by the institution (Lalita Putri & Anggraeni Dewi, 2021) . Therefore, it is crucial for educational institutions to design long-term strategies for fostering, maintaining relationships, and empowering alumni. This article aims to explore various strategies for developing superior alumni, building active alumni networks, designing relevant work programs, and examining the tangible contributions of alumni in supporting the growth and sustainability of educational institutions amidst current global challenges (Qisthi et al., 2024) .

Method

This research uses a qualitative approach with descriptive methods, which aims to describe and understand the phenomenon in depth according to the context in which it occurs. The main focus of this research is the study of the urgency of Pancasila values in the formation of student character, which is reviewed from various academic literature sources. The method used is library research or library study, namely the collection of data sourced from literature, scientific articles, reference books, relevant national and international journals, as well as the results of previous research related to the topic of discussion. This method was chosen because it is appropriate to the nature of this research, which focuses more on the exploration of normative and philosophical theories and concepts as the basis for analysis.

The primary instrument in this research is the researcher themselves. In a qualitative approach, the researcher plays an active role in the entire research process, from topic determination and data collection to information sorting, through to analysis and conclusion drawing. The researcher directly examines various theories and ideas related to Pancasila values and their contribution to student character formation. Data validity is achieved through source triangulation and comparisons between literature to ensure the consistency and relevance of the information studied. As explained by Utami (2024) , in literature-based qualitative research, the success of the research depends heavily on the researcher's thoroughness in critically and systematically examining, understanding, and interpreting the data.

Result

The results of the discussion in this paper reveal that Pancasila not only functions as the basis of the state and national ideology, but also has a very strategic role as the moral, ethical, and philosophical foundation of the Indonesian nation that can be implemented in real terms in the world of education, especially in the formation of student character. The values in Pancasila reflect the universal principles of humanity and nationality that are in line with the goals of national education as stated in Law Number 20 of 2003 concerning the National Education System, namely to shape students to become human beings who are faithful, pious, have noble character, intelligent, and responsible (Zuhriah et al., 2025).

Instilling Pancasila values in education—especially through Islamic-based institutions like Daar En Nisa Islamic School—can create synergy between religious teachings and national values (Chozin & Untoro, 2022). In practice, the value of Belief in the One and Only God encourages students to have a strong spirituality; Just and Civilized Humanity teaches respect for others; Indonesian Unity instills a spirit of nationalism and love for the homeland; Democracy Led by the Wisdom of Deliberation/Representation encourages students to be democratic and uphold the value of deliberation; and Social Justice for All Indonesians fosters social awareness and sensitivity to justice (Mustofa & Amar Muzaki, 2022).

Another finding shows that when Pancasila values are integrated into learning and school life, the resulting character of students becomes more complete and solid. They develop not only cognitively but also affectively and psychomotorically. Such education produces graduates with integrity, tolerance, and a love of peace, as well as a sense of national and statehood. In the context of Daar En Nisa, Pancasila values are implemented in line with the school's vision—to produce a pious generation excelling in faith, knowledge, and good deeds—which is essentially a manifestation of the spirit of Pancasila itself.

Furthermore, these results also confirm that a Pancasila-based character education approach is not merely a theory or formal curriculum, but must be internalized in all aspects of school life: from interactions between students, teacher-student relationships, daily behavioral habits, to management and organizational culture. When these values are lived out in everyday life, character building becomes an integral and ongoing part of the curriculum, not just a temporary program.

Thus, it can be concluded that Pancasila is a solid foundation for shaping a generation of the nation that is not only intellectually intelligent, but also morally upright, socially minded, and possesses a strong national spirit. Through education, especially education based on Islamic and national values, the noble values of Pancasila can continue to be passed down and preserved in the souls of Indonesia's younger generation.

Discussion

1. Profile of Daar En Nisa Islamic School

Daar En Nisa Islamic School is institution Islamic education at secondary school level First (SMP) special daughter located in Bogor. This institution is present as one of the institutions education alternatives that offer approach integrated between formal education, values Islam and development character. Special features of Daar En Nisa lies in its focus on the formation of generation Woman Muslim women who do not only have achievements academically, but also excels in faith, knowledge, and charity, as reflected in its vision: "*Becoming a School for the Next Generation* "Philosophers who excel in faith, knowledge, and good deeds."

To achieve this vision, Daar En Nisa Islamic School has established several core missions that are consistently implemented. First, the school strives to instill faith and improve students' worship based on the Qur'an and Sunnah. Second, through routine habits and guidance, the school fosters students' love for Allah SWT and the Prophet Muhammad (peace be upon him) as a strong spiritual foundation. Third, the institution also focuses on developing noble morals and a noble personality, especially in students' daily social interactions, both within and outside the school environment. Fourth, the implementation of education is

designed to integrate three main aspects: faith as a moral foundation, knowledge as a provision for life, and good deeds as a concrete implementation in daily life (Unggul et al., 2020).

Furthermore, Daar En Nisa implements school cultural values summarized in five main principles: Caring, Excellence, Piety, Diligence, and Istiqomah. The value of *Caring* encourages students to be sensitive to others, respect their elders, and love their younger ones. *Excellence* teaches them to always strive for excellence in faith, knowledge, and good deeds. *Piety* is a strong foundation of faith that guides attitudes and actions. *Diligence* encourages hard work in learning, worship, and creativity, while *Istiqomah* teaches consistency in pursuing the path of religion. This culture is not just a slogan, but is used as a system of values that lives in every aspect of school life (Faqieh, 2024).

2. Strategy for Forming Quality Alumni

In order to produce graduates who are not only knowledgeable, but also have character and are ready to face future challenges, Daar En Nisa Islamic School has designed several targeted strategies to develop its students into outstanding alumni. The first strategy is Talent Mapping, which is the process of identifying and mapping individual student potential, both in terms of academic aspects, interests, talents, and personality. This strategy is based on the theory of *Multiple Intelligences* developed by Howard Gardner (1983), which states that each individual has different forms of intelligence, such as linguistic, logical, interpersonal, musical, kinesthetic, and others. Through this mapping, schools can design learning and coaching that are in accordance with the tendencies and strengths of each student (Zulfa et al., 2023).

second strategy is specialization or interest-based coaching, which is implemented to align educational pathways with students' talents and career orientations. important so that the learning process becomes more meaningful, relevant, and not burdensome student with material that does not comply with its potential. Specialization also allows occurrence more learning deep and focused. The third strategy is PTN Entrance Success Coaching Program, namely mentoring intensive activities carried out for students who want to continue to State Universities. The approach used is holistic, encompassing mentoring academics, mental strengthening, and spiritual formation so graduate of No just ready in intellectual, but also mature emotionally and spiritually (Farid et al., 2023).

These strategies are a form of concrete from personalized education approach that views students as unique individuals with their own paths each other's success. This is very relevant in the midst of challenge the demanding 21st century humans not to only knowledgeable broad, but also has competence, character, and power high fighting spirit (K, 2023).

3. Building Strategy Alumni Network

Advanced educational institutions No only depend on success students during their studies education, but also on sustainability connection with alumni. Daar En Nisa Islamic School understands that alumni are an integral part of ecosystem education that can provide contribution significant for institutions. Therefore, the strategy of building alumni networking is carried out through a systematic and adaptive approach to development information technology (Wathoni, 2021).

Initial steps taken is build digital communication platforms such as social media, official websites, and WhatsApp or Telegram groups that allow two-way communication in a way Fast and flexible. Social media is used to share the latest information on school activities, alumni testimonials, and institutional achievements. Alumni groups serve as informal yet effective forums for sharing opportunities, activities, and strengthening relationships. Furthermore, schools regularly hold alumni events such as seminars, training, grand reunions, and cross-generational alumni gatherings. These activities not only aim to foster nostalgia but also serve as a learning platform and professional networking platform for alumni (Mubiarto & Syarifuddin, 2021).

In addition, Daar En Nisa publishes a regular digital newsletter as a means of publishing information, achievements, and providing a space for alumni expression and reflection. This newsletter serves as a

collective documentation of alumni journeys and contributions in various fields, strengthening a shared identity that fosters pride and a sense of belonging to the alma mater.

4. Alumni Planning Targets

Alumni program planning at Daar En Nisa is not random or based solely on short-term needs, but rather is designed with sustainable goals in mind. The primary goal is career development, which includes providing job skills training (both hard and soft skills), organizing job fairs, and building recruitment networks with partner companies and institutions. This aims to help alumni enter the workforce with competency readiness that meets current demands (Wisnujati et al., 2021).

Target second is strengthening network education high, namely weave partnership with alumni who are currently or has go through studies in various college high at home and abroad. They are expected to be mentors or mentor for active students, at the same time strengthen inter-institutional relations education. Target third is development personal sustainable or *lifelong learning*, where alumni are encouraged to continue learning, following training, and contributing to the community learning. This is It is important for alumni to remain relevant and productive amidst rapid global change.

5. Alumni and Student Program

In an attempt create ongoing relationship between alumni and school, Daar En Nisa develops various programs involving alumni and students actively. One of the flagship programs is Mentoring Program, namely spiritual and academic formation personally between alumni and active students. This program aims to ensure that students have real role models who have been in the same position they, so that more easy inspired and motivated to achieve ideals (Haryoko, 2025).

Other programs running is workshops and seminars, which discuss themes such as leadership, communication, management time, development self, and spiritual strengthening. Resource person from this activity are alumni who have experience in their respective fields. In addition, the school also organizes internship programs, both in internal institutions owned by alumni and institutions partners others. This program designed to provide experience real to alumni in facing the professional world.

6. The Role of Alumni in Contributions to Educational Institutions

Alumni are an inseparable part from institution education and can provide a very big contribution to the existence and development institution the. In Islam, charity is not disconnected even though someone has die is alms jariyah, beneficial knowledge, and prayer pious child (HR. Muslim). In the context of This, alumni involvement in supporting institution education is form real from charity jariyah and contribution to sustainability useful knowledge (Rahayu, 2021).

Daar En Nisa alumni have take active role in development school, either in the form of contribution intellectual, such as being a resource person in seminars, teacher training, or coaching students, or in the form of material contributions, such as donating development funds facility school, providing scholarships, or assist in the development of curriculum programs. Some alumni have also contribute through providing internship programs, opportunities work, as well as mentoring for students and recent graduates. This alumni involvement show that connection between students and schools No stop moment graduation, but rather become a mutually supportive network strengthening and continuing in goodness.

Conclusion

From the whole discussion in article this , can concluded that alumni are asset strategic that is not can separated from sustainability and progress something institution education . In the context of Daar En Nisa Islamic School, alumni do not only positioned as product end from the educational process , but rather as representation real from philosophy education run by institutions In other words , the quality of alumni reflects success curriculum , culture school , approach coaching characters , as well as effectiveness system management applied education . In the Islamic perspective , the benefits of alumni who contribute for society is also reflection from education that is valuable and meaningful , in harmony with principle charity jariyah (Annisa, 2023).

Planning alumni development at Daar En Nisa Islamic School is designed as an integral part of system comprehensive education , no stop moment students graduated, but precisely continue as phase strategic in foster connection term mutual length profitable between schools and their graduates . This strategy covers a number of dimensions important : formation character based Islamic and Pancasila values , strengthening competence academic and non- academic , development network social and professional , as well as facilitation learning sustainable . Programs such as *talent mapping* , majoring based potential , mentoring enter PTN, as well as strengthening spiritual values are example concrete how Daar En Nisa prepares female students For become a ready alumni empowered compete and contribute in a way active in the middle public .

In addition to focusing on individual development , Daar En Nisa also shows pioneering in build a solid and effective alumni network . Through use technology digital information and communication , schools capable weave strong relationship with alumni, as well as create ecosystem education that is cross intergenerational *learning ecosystem* . Social media , groups discussions , digital newsletters, and alumni activities such as seminars, mentoring, and internship programs become receptacle effective in guard connectivity , building togetherness , and push alumni participation in support school programs .

Target from alumni development does not only limited to achievement academic or success in the world of work , but also includes development self sustainable (*lifelong learning*), empowerment social , and engagement in development people . Daar En Nisa alumni have give contribution real in various form , start from giving scholarships , training skills , opening field work , until strengthening capacity institutional . Contribution This create relationship that is mutualistic , where alumni get receptacle actualization and school get legitimacy social as well as high confidence from public .

More in again , alumni involvement in development institution show that the educational process is effective No linear and limited in space class , but ongoing in a way sustainable in A a living and growing system . This is in line with Islamic principles regarding importance sustainability knowledge , charity , and benefits that continue flow for generation Next , alumni play a role as agent change agents that bring values sublime from institution to various line life — both at the level family , society , nation , and the international world .

Therefore that , article This recommend that all institution education , especially that based on Islamic and national values , starting from build framework Work structured and sustainable strategy in manage Alumni potential . Alumni development planning must be part of the school's long-term policy, not just an add-on activity. Collaboration between school management, teachers, students, and alumni is essential in designing programs that are responsive to current challenges, adaptive to technological changes, and relevant to community needs.

Ultimately, alumni are not merely a part of an educational institution's past, but rather a crucial element of its future that must be cultivated, empowered, and embraced. From this perspective, investing in alumni development is a strategic investment that will produce a generation of learners who are not only intelligent and competent, but also virtuous, productive, and provide broad benefits to the community, the nation, and global civilization.

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