

# COMMUNITY-BASED MADRASAH MANAGEMENT: THE INTEGRATION OF COMMUNITY SERVICES IN ISLAMIC EDUCATIONAL INSTITUTION

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## ABSTRAK

**Abstrak:** Penelitian ini menganalisis implementasi manajemen madrasah berbasis masyarakat sebagai strategi untuk mengintegrasikan peran pendidikan dan pelayanan sosial serta faktor pendukung dan penghambat di Madrasah Tsanawiyah Al Hamidi. Menggunakan pendekatan kualitatif dengan desain studi kasus, penelitian ini mengeksplorasi keterlibatan masyarakat di seluruh tahap perencanaan, pelaksanaan, dan evaluasi program madrasah. Temuan menunjukkan bahwa implementasi manajemen berbasis komunitas dapat meningkatkan kualitas pendidikan, akuntabilitas, serta menumbuhkan rasa kepemilikan bersama. Faktor-faktor pendukung keberhasilan seperti komunikasi yang efektif, keterlibatan aktif para tokoh masyarakat, dan transparansi keuangan memainkan peran penting dalam keberhasilan ini. Selain itu, tidak tersedianya figur pemimpin yang inspiratif, kesenjangan komunikasi antara madrasah, serta terbatasnya sarana dan prasarana merupakan faktor penghambat. Penelitian ini berkontribusi pada literatur yang ada dengan mengusulkan kerangka kerja sistematis untuk manajemen madrasah berbasis masyarakat yang menekankan pada penyediaan layanan yang berkelanjutan dan sesuai dengan konteks pendidikan Islam di Indonesia.

**Abstract:** This study analyzes the implementation of community-based madrasah management as a strategy to integrate the roles of education and social services as well as the supporting and inhibiting factors at Madrasah Tsanawiyah Al Hamidi. Using a qualitative approach with a case study design, this research explores community involvement throughout the planning, implementation, and evaluation stages of the madrasah program. The findings show that the implementation of community-based management can improve education quality, foster accountability, and foster a sense of shared ownership. Success factors such as effective communication, active involvement of community leaders, and financial transparency play an important role in this success. However, the unavailability of inspirational leaders, communication gaps between madrasas, and limited facilities and infrastructure are inhibiting factors. This research contributes to the existing literature by proposing a systematic framework for community-based madrasah management that emphasizes sustainable service delivery and is appropriate to the context of Islamic education in Indonesia.

## A. INTRODUCTION

In the context of Islamic education in Indonesia, madrasah not only functions as a learning institution, but also as an entity that has a significant role in empowering the community (Khumaimah, 2024). Community-based madrasah management is a concept that emphasizes the synergy between educational institutions and the surrounding community, where madrasah acts as a community service center, both in the fields of education, social, and spiritual (Sumanti et al., 2023). The era of globalization and technological development, the need to integrate community services with education is increasing. The challenges faced by Islamic

educational institutions in creating closer links between the learning process and social contributions (Mubarrok & Bisri, 2024).

The concept of community-based madrasah management focuses on the active participation of all stakeholders including the community, teachers, parents, and related institutions in the decision-making process and implementation of educational programs (Yusuf et al., 2023). This model not only focuses on academic aspects, but also includes the role of madrasah as a social agent that provides various services to the community (Thoyib et al., 2024; Diana & Kholila, 2023). Through this involvement, it is expected to create optimal synergy

between madrasah and the community which in turn will improve the quality of education and services. In addition, the integration of community services in madrasah can take the form of various services such as social services, health, and religious activities that involve all elements of the community (Rohmansyah et al., 2023; Diana & Khofifah, 2023).

One of the main obstacles madrasahs face in implementing community-based management is the lack of community participation in education management. Although madrasahs are generally located in communities with close social ties, community involvement is often limited to ceremonial activities, such as celebrating religious holidays or other religious events (Erihadiana et al., 2023). This is due to the lack of understanding of the concept of community-based management both among madrasah administrators and the community in general. In addition, limited resources and financial support are also significant challenges in implementing this approach (Hakim, 2022). Not only that, there are differences in views between the madrasah and the community regarding their respective roles and responsibilities so that the expected synergy is difficult to realize. This suggests the need for a holistic strategy to increase community participation and understanding of the importance of their contribution in supporting community-based madrasah development more effectively (Haddade, 2022).

Much research has been done on community-based management in education, especially in general education institutions. However, in the context of madrasah, this study is still relatively underdeveloped. Some previous studies revealed that community participation in public school management can improve the quality of education, especially in terms of transparency, accountability, and more efficient use of resources (Kriswahyudi et al., 2024). Meanwhile, relevant research in madrasahs shows that community involvement can strengthen the spiritual and social aspects of the institution. This approach not only benefits the community, but can also improve the quality of education by involving the community in the learning process (Fathurrahman et al., 2024). Previous studies generally only highlight incidental collaboration, such as parents' participation in school meetings or community involvement in religious activities. There

are still rare studies that explore how such integration can be institutionalized in the madrasah management system to produce long-term sustainable impacts (Zukhrufin et al., 2024). The novelty of this research presents innovation by exploring the implementation of community-based madrasah management that is more systematic and integrated, especially in the aspect of community service. The focus of this research is not only on community involvement in educational activities, but also on how madrasah can act as a center of sustainable social, economic and cultural services for the surrounding community. Thus, madrasah acts not only as an educational institution but also as an agent of social change that collaborates with various parties at the local level to meet the needs of the community.

The urgency of this research lies in the increasing expectations of the community that madrasah not only function as educational institutions, but are also able to act as social service centers that support holistic community development. Madrasahs are expected not only to be a place for formal education, but also to play an active role in addressing various social problems in the community and also emphasize the importance of character education and life skills in accordance with the needs of the community (Tantowi et al., 2023). With the increasing need for more inclusive and community service-oriented management models, this research is expected to provide comprehensive insights into how madrasah can integrate their educational roles with their social functions (Syarifuddin & Syamsuddin, 2023). The purpose of this study is to analyze the implementation of community-based madrasah management integrated with community services, as well as identify the inhibiting and supporting factors in community-based madrasah management. Thus, this research is expected to make a real contribution to improving the quality of madrasah management and its relevance in community development (Hamdanah & Sholihah, 2023).

## **B. RESEARCH METHOD**

This research applies a qualitative approach using a case study design to explore the role of the community in the management of madrasah, especially in the integration of community services in Islamic educational institutions. The selection of a qualitative approach is based on the aim to explore in

depth social phenomena, especially in the context of Islamic education which is closely related to religious values, culture, and local communities (Al Ayyubi et al., 2024). This research was conducted at Madrasah Tsanawiyah Al Hamidi, which is known to have programs and policies that focus on the integration of community services. Madrasah that have formal and non-formal programs that involve the community in educational and social activities. Data were obtained through in-depth interviews and participant observation to understand the views and experiences of stakeholders such as madrasah principals, teachers and communities (Munasir et al., 2023). Descriptive analysis is a method that involves the process of data collection, data simplification or reduction, presentation, and conclusion making. In this analysis, there are three main stages: first, data collection which includes all field notes from interviews, observations, and documentation. Second, data reduction where the collected data is processed, simplified, and classified to separate relevant data from irrelevant ones. Third, conclusion making where the simplified data is interpreted to gain new understanding or findings.

## C. RESULTS AND DISCUSSION

### 1. Implementation of Community-Based Madrasah Management in Community Service

In the educational environment of madrasahs, community participation plays an important role especially in areas where community involvement and access to education greatly influence the achievement of broader educational goals. The community-based approach provides an opportunity for the community to be actively involved in the management of the madrasah, both in academic aspects and in decision-making, empowerment of local resources, as well as the provision of social services that involve all elements of the community. An interview with the manager of MTs Al Hamidi provides an in-depth insight into the implementation of community-based management in this madrasah, which has proven effective in meeting the needs of the surrounding community (Fauzi, 2024). These interviews show that the education services provided by the madrasah have met the needs

of the local community, thanks to the collaborative management implemented at MTs Al Hamidi. This system allows the community to participate directly in various aspects of madrasah management from strategic decision-making to daily operational activities.

One of the positive impacts of implementing community-based management at MTs Al Hamidi is the improvement of student learning outcomes. The involvement of the community, especially parents, in supporting the teaching and learning process has created a more conducive environment for students. Parents feel more responsible for their children's education because they participate in decision-making regarding the education program at the madrasah. In addition, community participation in madrasah management also builds a stronger sense of ownership of the institution. The community sees that the madrasah does not only belong to the government or the management, but also to them as part of the community. The implementation of the collaborative management model at MTs Al Hamidi also strengthens the role of the madrasah in providing wider social services to the community. In addition to functioning as a formal education institution, the madrasah is also a center of social activities including the provision of religious guidance. Madrasah is able to function as an institution that not only focuses on formal education, but also as a center for social services needed by the community.

The results of this interview also show that community involvement in the decision-making process at MTs Al Hamidi has strengthened a high sense of accountability. Every decision taken by the madrasah management always involves input from various parties such as community leaders, parents, and teachers. This approach not only increases transparency in madrasah management, but also fosters a sense of responsibility in each party involved to ensure that the decision is the best for the common interest (Fauzi, 2024). This high level of

accountability ultimately supports the increased effectiveness of public services provided by madrasahs, as every decision is made based on real community needs and endorsed by those who directly participate in the process. In addition, community participation is also evident in the support for the provision of educational facilities. The surrounding community often contributes material and non-material support for the construction and development of madrasah facilities. Some parents voluntarily donate their time and energy to help improve school facilities, while others contribute with funds or supplies. This support reflects the community's strong sense of ownership of the madrasah and how they strive to continue contributing to improving the quality of education.

The interview results show that the implementation of community-based madrasah management in community services is carried out through three main stages, namely consisting of planning, implementation, and evaluation. This can be explained in the picture below.



**Figure 1. Management Implementation Stages**

#### **a. Planning**

The planning stage at MTs Al Hamidi according to Arif Rahman Fauzi as the principal begins with identifying community needs through discussions involving key stakeholders including community leaders, parents and teachers. The main objective of this stage is to ensure that the educational and social programs developed by the madrasah are aligned with the conditions and priorities of the local community. For example, the provision of religious guidance services has been a top priority and has been well integrated into the madrasah's agenda of activities (Fauzi, 2024). In addition, the planning process also includes

developing strategic initiatives to improve the teaching and learning environment, such as improving educational facilities and developing students' skills. These plans are made collaboratively combining the expertise of the madrasah with valuable input from the community ensuring that any strategic decisions reflect the collective needs and aspirations of the community it serves.

#### **b. Implementation**

According to Sholihin as facilities and infrastructure during the implementation stage, MTs Al Hamidi emphasizes genuine collaboration between the madrasah and the community. One prominent example is the active involvement of parents in supporting students' learning process. Parents not only accompany their children to study at home but also actively participate in various madrasah programs such as the initiative to strengthen religious values and extracurricular activities. In addition, the surrounding community also contributes significantly to the development of madrasah facilities (Sholihin, 2024). Some parents donate their time and labor to repair damaged infrastructure while others provide material assistance such as school supplies. Effective community involvement in the daily management of the madrasah reflects a strong sense of shared ownership where the madrasah is perceived as an important part of the community. The implementation of social programs further strengthens the role of the madrasah as a community service center. MTs Al Hamidi not only functions as a formal education center but also as a provision of social services and religious guidance.

#### **c. Evaluation**

According to Shodiq, evaluation at MTs Al Hamidi is carried out regularly to ensure that every program implemented is in accordance with the objectives that have been set. This process involves collecting data from various sources including parent surveys, interviews with community leaders and internal discussions with the principal. The evaluation showed that the community-based approach significantly improved student learning outcomes with parents becoming more actively

involved in their children's education. In addition, the community also expressed greater satisfaction with the social services provided by the madrasah. An important factor in the success of the evaluation process is a high level of accountability as all decisions are based on reliable data and input from various stakeholders (Sodiq, 2024). Through this evaluation, madrasah can identify the strengths and weaknesses of program implementation. The success of this evaluation is also supported by strong community involvement and ensuring that all stakeholders take joint responsibility for improving the quality of services offered to the community.

## 2. Supporting and Hindering Factors of Madrasah Management

Based on the interviews at MTs Al Hamidi, the implementation of community-based management faces various supporting and inhibiting factors that affect its success rate. The supporting factors consist of improving communication with the community, involving community leaders in the decision process, improving the quality of education, transparency in financial management, and the activities of the madrasah committee as a community partner as shown below.



**Figure 2. Supporting Factors**

- a) Improved Communication with the Community  
The madrasah has made efforts to improve communication with the community which

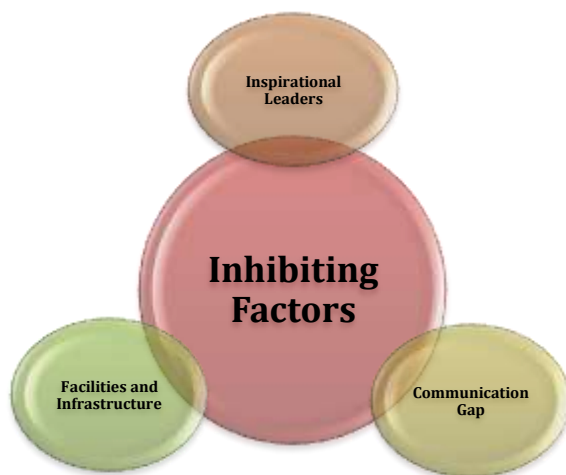
has yielded positive results. MTs Al Hamidi began to increase interaction through regular meetings and joint events involving community leaders. With more open communication, the community feels more free to provide suggestions and criticism, which has an impact on increasing participation in madrasah activities (Sodiq, 2024).

- b) Involvement of Community Leaders in the Decision Process  
MTs Al Hamidi has made progress in engaging community leaders as a communication link with the community. Community leaders who have influence around the madrasah are invited to play a role in discussions and strategic decision-making. This step to increase the sense of belonging in community involvement, as well as helping madrasah better understand the needs and aspirations of the community. This important role of community leaders is one of the main supporters of the success of community-based management (Umam, 2024).
- c) Education Quality Improvement  
Efforts to improve the quality of education such as updating the curriculum, improving teachers' competencies and interactive learning methods have helped to improve people's views. With the improvement in the quality of education services, public trust in madrasahs has grown again, encouraging more parents to choose madrasahs for their children's education (Mufti, 2024).
- d) Implementation of Transparency in Financial Management  
MTs Al Hamidi realized that transparency is the key to restoring community trust. The madrasah began to implement regular reports on the use of the budget, both from BOS funds and community donations. Reporting is done openly and the madrasah committee is involved in supervision. This step helped rebuild community trust and increase financial support (Fatmawati, 2024).
- e) Madrasah Committee Activities as a Community Partner  
The madrasah committee, made up of community representatives, plays an



important role in supporting community-based management. The committee is not only a forum to channel community aspirations but also a partner of the madrasah in planning educational programs. The madrasah committee at MTs Al Hamidi actively provides input and ensures policies are in line with community needs, as well as maintaining communication and engagement between the madrasah and parents.

Meanwhile, the inhibiting factors that affect the level of success consist of the unavailability of inspirational leaders, gaps in communication, and limited facilities and infrastructure, which can be seen in the figure.



**Figure 3. Inhibiting Factors**

- a) **Unavailability of Inspirational Leader Figures**  
The absence of a strong leader in the management of MTs Al Hamidi is an obstacle to active community involvement. Typically, this leader acts not only as a policy direction setter but also as a mobilizer who can attract more participation in madrasah activities. Without a trusted figure, positive initiatives often do not receive full support from the community, exacerbated by the lack of strategies to involve existing community leaders (Fauzi, 2024).
- b) **Communication between Madrasah and Community**  
Lack of effective communication between the madrasah and the community is a major obstacle in community-based management. Misunderstandings about the goals and processes of the madrasah often lead to dissatisfaction. This miscommunication also

creates a decline in active community participation (Sodiq, 2024).

- c) **Limited Facilities and Infrastructure**

Limited facilities in madrasahs pose a significant challenge. Inadequate facilities not only affect the quality of learning but also reduce the attractiveness of madrasahs in the eyes of the community. Some people consider other educational options with better facilities, which ultimately becomes a major obstacle in the effort to build community support for madrasah (Sholihin, 2024).

Community-engaged madrasah management at MTs Al Hamidi has proven effective in improving the quality of education and increasing participation from the local community. The collaborative approach provides opportunities for the community to play a role in both strategic and daily operational decision-making. In addition, the community also contributes to the provision of facilities and social services that support the education process. This support, both material and non-material, such as donations of time and energy, has a positive impact on improving madrasah facilities and strengthening a sense of ownership and accountability towards the educational institution. Active community participation, involving parents and community leaders, has a positive influence on student achievement (Badrun, 2024). Their involvement creates a better and more supportive learning atmosphere where the community feels responsible for their children's educational development. In addition, transparent management of madrasah finances is essential to maintain community trust and reduce barriers to their participation. Trust is the main factor in creating a good relationship between madrasah and the community so that community-based management can run optimally (Muchtar & Tutuk, 2022).

The challenges faced in increasing community participation with madrasahs are diverse and complex. One of the main obstacles is the need for inspiring leaders. Leaders who are able to set an example, mobilize and motivate the community to be more involved in

various madrasah activities are needed. A leader with a clear vision and the ability to convey ideas effectively will be key in encouraging wider participation. Without this figure, efforts to broaden community involvement will be hampered as people may feel less encouraged or confused about how to participate (Asykur & Sitti, 2024). Effective communication between madrasahs and communities is also a major challenge. Miscommunication is often the main cause of loss of trust. When information is not conveyed clearly or does not reach all levels of society appropriately misunderstandings can arise that are potentially detrimental to madrasahs. Therefore, it is important for madrasahs to improve communication channels either through regular open reporting meetings or discussion forums that allow the community to provide input and obtain transparent information about madrasah activities. Limited facilities and lack of transparency in financial management are also obstacles in sustaining madrasah programs (Vikasari et al., 2023).

In the past, lack of clarity in the use of funds and lack of access to financial information caused doubts among the public. They were worried that the donated funds were not being used effectively or for the intended purpose. Therefore, it is important for madrasahs to establish a transparent and accountable financial system where the community can clearly monitor the use of funds and feel confident that their contributions are being used properly. However, despite these challenges there are measures that can help improve the situation (Adeusi et al., 2024). One of them is to improve communication through regular meetings involving various parties. This activity provides an opportunity for the community to interact directly with the madrasah, convey their aspirations and receive explanations about developments or changes that occur. With this kind of forum, the community feels more valued and involved in the decision-making process related to madrasah. The involvement of community leaders is also very important in strengthening

the relationship between madrasah and the community.

Influential community leaders can help facilitate communication and provide moral and social support. Public trust in madrasahs is often influenced by the opinions of these community leaders. Therefore, involving them in the decision-making process can accelerate the recovery and strengthen public trust in madrasahs. Previous research has shown that community-based management approaches are effective in improving transparency and resource utilization. This model involves active community participation in madrasah management which not only improves the quality of education but also strengthens social relations within the community (Abrori & Hadi, 2020). Through this approach, madrasah not only function as educational institutions but also as centers of spiritual activities that strengthen social ties between students, educators, and the surrounding community. By strengthening the social aspects and transparency, madrasahs can build stronger trust with the community and create an environment that supports the development of education and spirituality (Wahib, 2024).

Overall, although the challenges are considerable, by improving communication, transparency and involving the community, madrasah can improve relations with the community and improve the quality of education services. The community-based approach not only provides benefits in terms of improving education but also in strengthening existing social structures creating synergies between madrasahs and communities and increasing a sense of shared responsibility in advancing these educational institutions.

#### **D. CONCLUSIONS AND RECOMMENDATIONS**

The implementation of community-based madrasah management in community service at MTs Al Hamidi provides valuable insights to advance future research. This approach has demonstrated its effectiveness in improving education quality by encouraging community involvement and strengthening madrasah accountability. By involving the community in strategic decision-making, resource

provision and implementation of educational programs. The benefits of this model are seen in improved student learning outcomes, increased parental support and improved madrasah capacity to meet educational needs. This research highlights that the success of community-based management is strongly influenced by inclusive planning, collaborative implementation and accountable evaluation. Thorough identification of community needs along with the active involvement of community leaders and parents play an important role in ensuring that programs are developed in line with local conditions. Transparency in the financial management and activities of madrasah committees significantly increased community trust. However, the study also identified several challenges including the absence of visionary leadership, miscommunication, limited facilities and lack of transparency that may hinder effective development.

Future research should focus on strategies to address these challenges, including cultivating strong leadership at the madrasah level and establishing more effective communication channels between madrasahs and communities. Explore the use of technology to increase transparency and encourage community participation. In addition, further research could examine how this community-based management model can be adapted in other madrasahs with diverse social and cultural contexts, thus expanding the impact of this approach on a national scale.

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