Community-Based Education Management Development Model in Islamic Education Institutions

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Article Information:	ABSTRACT
	The development of a community-based education management model is not an entity separate from its community. On the contrary, Islamic educational institutions should be an integral part of society and responsive to the needs and aspirations of the community. This study aims to analyze the community-based management model in the development of Islamic educational institutions. The research method used in this study is library research. The results show that the community-based education management model is an approach in managing educational institutions that emphasizes the active role of the community in decision-making, program implementation, and evaluation of educational outcomes. The application of this model in developing Islamic educational institutions can be carried out through: community participation, involving parents in children's education activities, integrating local values and religion in the curriculum, partnerships with local communities by involving them in developing educational programs, community-based curricula through collaboration among various educational institutions, and continuous evaluation. This model is expected to serve as a foundation for the effective and efficient management of Islamic educational institutions that can address increasingly complex challenges. **Keywords**: *Community, Education Management Model, Educational Institutions.*

INTRODUCTION

Education is a fundamental pillar in the sustainable development of a society. The development of educational institutions, particularly in the context of Islamic education, is crucial given their role in shaping character and strengthening the religious identity of a community (Tamin, 2018). In an era of rapid changes in social, economic, and technological dynamics, an adaptive and responsive education management model is required to meet the demands of the times and the needs of society. Islamic education requires a holistic and integrated approach that not only addresses academic aspects but also focuses on social, moral, and spiritual aspects (Salimah, Al-Kautsar, Aisya, & Al-Kautsar, 2023).

In developing a community-based education management model, it must be understood that Islamic educational institutions are not entities separate from their community. Rather, these institutions should be an integral part of the society that sustains them and should respond to the needs and aspirations of the community in which they exist.

Through a participatory approach, the community-based education management model can involve all stakeholders, including educational administrators, teachers, students, and the surrounding community. Close collaboration between Islamic educational institutions and the community will enable synergy in designing, implementing, and evaluating relevant and beneficial educational programs (Nasir, Mahmudinata, Ulya, & Firdaus, 2023).

Although the community-based education management model has many positive potentials, its implementation in the development of Islamic educational institutions is also faced with several common issues, including: limited resources, community involvement, difficulties in collaboration, uneven understanding, cultural and policy challenges, evaluation, and performance consistency.

Several solutions to address these issues in the implementation of community-based education management in the development of Islamic educational institutions include: the utilization of alternative resources, strengthening community involvement, facilitating collaboration and partnerships, providing training and advocacy, policy changes, development of evaluation tools, and managing change (Karo, 2019).

Overcoming these challenges requires strong commitment, effective coordination, and joint efforts from all concerned parties, including Islamic educational institutions, local communities, governments, and related organizations. With good cooperation, many of these challenges can be overcome, and the potential of community-based management in improving the quality of Islamic education can be realized. Previous research on education management models, such as the study by (Muljawan, 2019), found that Islamic educational institutions play an important role in nurturing individuals who are strong in faith, intellectual capacity, and noble character to face global challenges effectively.

To manage Islamic educational institutions effectively, integrating various management models and strategies, including strategic management, is crucial. Another

study by (Aprilyani & Anwar, 2021) found that the management of PAUD Wijaya Kusuma in Yogyakarta is supervised by the community through Pokja II PKK RW 6 Tegalrejo Yogyakarta. Its management focuses on human resources, integrating regular education programs into PAUD, financial management by raising operational funds through SPP and seeking assistance from various government levels, and infrastructure management by maintaining and procuring facilities for learning activities.

Both studies above focus more on the general application of management in Islamic educational institutions, which leads the researcher to identify a gap in the existing literature. This study aims to explore and develop the community-based education management model in the context of the development of Islamic educational institutions. This model is expected to provide a foundation for the effective and efficient management of Islamic educational institutions, while addressing increasingly complex challenges of the times.

RESEARCH METHODOLOGY

The research method used in this study is library research. Library research is a type of research that relies on the analysis and synthesis of literature relevant to the research topic (Pringgar & Sujatmiko, 2020).

This research does not involve the collection of primary data through observation or experimentation but focuses more on reviewing and evaluating secondary sources that already exist, such as books, journals, articles, theses, reports, and other documents. The main purpose of library research is to gain an in-depth understanding of the research topic, identify relevant conceptual or theoretical frameworks, and synthesize important findings from existing literature (Connaway & Radford, 2021).

The results of library research are often used as a basis for developing a theoretical foundation, formulating more specific research questions, or supporting arguments in this study. Based on the evaluation of sources, the researcher can then construct a conceptual or theoretical framework for the research. This includes an understanding of relevant theories, concepts, and frameworks related to the research topic. Subsequently, the researcher will summarize or provide a synopsis of each relevant source. This synopsis includes important information about the arguments, findings, methodologies, and research approaches used in each source. After evaluating and organizing all the library sources, the researcher analyzes the information found, identifying patterns, themes, or trends that emerge from the literature, and synthesizing the information to develop a comprehensive understanding of the research topic.

RESULT AND DISCUSSION
Concept of the Community-Based Education Management Model

Community-Based Education Management (CBEM) is a model of educational management that places the community as a strategic partner and active subject in the planning, implementation, supervision, and evaluation of education. This model emphasizes the importance of community participation in the management of educational

institutions as an effort to improve the quality, relevance, and sustainability of education. In this context, education is not only the responsibility of the government and educational institutions, but also a shared responsibility between schools, families, and the community.

The concept of community-based education management places the community as the main actor in the planning, implementation, and evaluation of educational programs (Kadir, 2024). In the context of Islamic educational institutions, this approach takes into account the values, needs, and aspirations of the Muslim community, involving them actively in the management and development of these institutions. Community-based education management includes: community participation, parental involvement, the integration of local and religious values, partnerships with local communities, community-based curricula, and community empowerment.

Community-based education management involves active community participation in the planning, implementation, and evaluation of educational programs, in alignment with community values and aspirations. This approach integrates local values and religion, encourages community empowerment, and fosters partnerships with local stakeholders (Hakim & Handalusia, 2023; Luthuli, 2022).

In the context of Islamic educational institutions, community-based management emphasizes the involvement of the Islamic community, considering their needs and values in the development of educational initiatives. This model advocates for the involvement of key community members, with the community playing an important role in decision-making, and community-based curricula designed to reflect local values and religious teachings (Gamboa et al., 2023). By actively involving the community, Islamic educational institutions can ensure that their programs are relevant, impactful, and aligned with the expectations and beliefs of the community.

The Community-Based Education Management Model is an approach to managing educational institutions that emphasizes the active role of the community in the decision-making process, program implementation, and educational evaluation (Mubarok, Ramadhan, & Sulistiani, 2024).

This approach recognizes that education is not solely the responsibility of educational institutions, but also a shared responsibility between educational institutions, the community, and other stakeholders.

Community Participation

This model encourages active community participation in all aspects of education, including curriculum planning, resource procurement, school management, and program evaluation. This participation ensures that the needs and aspirations of the community are reflected in the educational process and provides space for more democratic decision-making (Analisna, Sulistiani, & Yasin, 2024).

By directly involving the community, this model can also improve the quality of education and create a more inclusive learning environment. Additionally, community participation can strengthen the relationship between schools and the community, thus creating positive synergy in supporting the development of education in the area. For

example, in school management, community participation can involve parents in the formation of school policies or school committees. They can provide input on programs needed by students and the community, ensuring that the educational process is more relevant and effective.

Thus, community participation is not merely a passive receipt of information from the school, but an active part of the learning process and decision-making. This will create a sense of ownership and shared responsibility in achieving better educational goals. Through collaboration between schools and communities, students' potential can be optimized, and educational gaps can be minimized. Therefore, community participation provides benefits not only for specific individuals or groups but also for the overall development of education. The model emphasizes active community participation in education, involving the community in curriculum planning, school management, and program evaluation (Nuuyoma, 2023).

This inclusive approach ensures that the educational process reflects the needs and aspirations of the community, promotes democratic decision-making, and improves educational quality.

By directly involving the community, this model strengthens the school-community relationship, resulting in positive synergy for educational development. In school management, community participation can involve parents in policy formation and program input, thus improving relevance and effectiveness (Lema & Mwila, 2022). This collaborative effort fosters a sense of ownership and shared responsibility, optimizes students' potential, and minimizes educational gaps. Ultimately, community participation benefits individuals, groups, and education as a whole, creating a more inclusive and effective learning environment.

Community Empowerment

This model empowers the community to take an active role in improving the quality of education. This can be done through involvement in decision-making, providing resources, supporting program implementation, and more. Community empowerment creates a sense of ownership of the educational institution and encourages sustained involvement from all stakeholders.

With active community involvement, the learning process in schools can become more effective and relevant to local needs. Additionally, community empowerment can also increase a sense of responsibility and concern for education in the surrounding environment. This will create a more inclusive and sustainable learning environment for all members of the community. For example, in a rural school, the local community actively participates in an agricultural teaching program organized by the school. Through their involvement, students can learn directly about local agricultural practices and feel more connected to their environment.

This not only improves the effectiveness of learning but also strengthens the relationship between schools and communities, and encourages a sense of ownership and responsibility for education in the area. Thus, collaboration between schools and communities can create a more holistic and sustainable learning environment, benefiting

not only students but also the entire community. With active community involvement, education becomes more relevant and beneficial for all parties involved.

Collaboration with Stakeholders

This model encourages collaboration between educational institutions, the community, the government, and other sectors. Such collaboration is essential to create synergy and greater resources to support education. For instance, educational institutions can collaborate with non-governmental organizations, local businesses, or government agencies to provide additional support and resources.

With this collaboration, educational institutions can expand their networks and access resources that may otherwise be out of reach. Moreover, through partnerships with various parties, educational institutions can also strengthen the relevance of their curriculum to the needs of the labor market and local communities.

Thus, collaboration with stakeholders can be an effective strategy to enhance educational quality and prepare students for a better future. For example, a school may partner with local businesses to offer internship programs for students, providing them with hands-on experience in the workplace. Additionally, schools can collaborate with local communities to organize social projects that help develop students' social and leadership skills.

Through this collaboration, students not only gain theoretical knowledge in class but also have the opportunity to develop practical skills that will be valuable in the future. Moreover, good relationships between schools, businesses, and communities can help expand students' networks and open up broader career opportunities. Thus, collaboration with various parties can create a more holistic learning environment that is relevant to the needs of today's labor market.

Openness and Transparency

This model emphasizes openness and transparency in decision-making and the management of educational institutions. Information about policies, budgets, and educational programs should be made widely available to the community. This allows the community to actively engage in the decision-making process and provide constructive feedback.

With openness and transparency, the community can better understand how the educational institution operates and how decisions are made. They can also see whether the education budget is used effectively and efficiently to improve the quality of education.

Through this active participation, it is hoped that a more accountable and responsive education system will be created. For example, a school may involve parent committees and students in the educational budgeting process, ensuring that funds used for facilities and educational programs are truly aligned with the school's needs.

With this transparency, the community can also provide input on school policies that can improve the overall quality of education. Furthermore, active participation from various parties can create a more inclusive and diverse educational environment, where every individual has an equal opportunity to access quality education. Thus, collaboration

between schools, parents, students, and the broader community can be key to improving educational quality.

Implementation of the Community-Based Education Management Model in the Development of Islamic Educational Institutions

Islamic educational institutions play a strategic role in shaping generations that are faithful, morally upright, and equipped with knowledge and skills relevant to the evolving world. In facing the challenges of globalization, modernization, and social change, Islamic educational institutions are required to continuously improve their management and education quality. One of the effective approaches in developing Islamic educational institutions is the implementation of the Community-Based Education Management (CBEM) model. This model emphasizes active community involvement as a strategic partner in managing education, enabling Islamic educational institutions to grow sustainably and align with the needs of the community.

The community-based education management model in the development of Islamic educational institutions is an approach that places the community as a key pillar in the management and development process of these institutions. This approach views that Islamic educational institutions are not standalone entities, but integral parts of the surrounding community.

In the concept of community-based education management, the community is placed as the main actor in planning, implementation, and evaluation of educational programs (Kadir, 2024). In Islamic educational institutions, this approach considers the values, needs, and aspirations of the Muslim community, involving them actively in managing and developing these institutions. The components of community-based education management include: community participation, parental involvement, integration of local and religious values, partnerships with local communities, community-based curricula, and community empowerment.

CBEM involves active community participation in planning, implementation, and evaluation of educational programs, aligned with community values and aspirations. This approach integrates local values and religion, encourages community empowerment, and fosters partnerships with local stakeholders (Hakim & Handalusia, 2023; Luthuli, 2022). In the context of Islamic educational institutions, CBEM emphasizes the involvement of the Islamic community, considering their needs and values in developing educational initiatives. This model advocates for the involvement of key community members, with them playing an important role in decision-making, and community-based curricula designed to reflect local values and religious teachings (Gamboa et al., 2023). By actively involving the community, Islamic educational institutions ensure that their programs are relevant, impactful, and aligned with community expectations and beliefs.

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By directly involving the community, this model can improve the quality of education and create a more inclusive learning environment. Additionally, community participation strengthens the relationship between schools and the community, creating positive synergy to support the development of education in the area. For example, in school management, community participation can involve parents in the formation of school policies or school committees. They can provide input on programs needed by students and the community, ensuring that the educational process is more relevant and effective.

Thus, community participation is not merely a passive receipt of information from the school but an active part of the learning process and decision-making. This will create a sense of ownership and shared responsibility in achieving better educational goals. Through collaboration between schools and communities, students' potential can be optimized, and educational gaps minimized. Therefore, community participation provides benefits not only for specific individuals or groups but also for the overall development of education. The model emphasizes active community participation in education, involving the community in curriculum planning, school management, and program evaluation (Nuuyoma, 2023).

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Parental Involvement

One important aspect of community-based education management is parental involvement in their children's education activities. This can be done through parent-teacher forums, regular meetings, or even through volunteer programs at school. Parental involvement has a significant positive impact on the development of children's education. By being actively involved in their children's education activities, parents can better understand their children's needs and potential. They can also provide more

significant support in achieving the desired educational goals. Furthermore, parental involvement can enhance children's motivation and engagement in the learning process. For example, when a parent participates in a parent-teacher forum at school, they can discuss their child's progress with the teacher and support learning strategies accordingly.

Moreover, by volunteering in school activities such as extracurricular activities or class projects, parents can help increase children's engagement and strengthen the relationship between the school and the family. Thus, collaboration between the school and parents can create a more supportive and effective educational environment for children's development. With parental support and involvement, children can feel supported and motivated to achieve the desired educational goals.

Integration of Local and Religious Values

Community-based education management in Islamic educational institutions pays attention to religious values and teachings in every aspect of learning. This ensures that the education provided aligns with Islamic values and the local community's needs. Community-based education management in Islamic educational institutions considers religious values and teachings in every aspect of learning. This ensures that the education provided aligns with Islamic values and the needs of the local community. Integrating these values into education is crucial to strengthening cultural and spiritual identity. By incorporating local values and religion into the curriculum, students can learn about local wisdom and spiritual values that form the foundation of their community's life.

This can also help students understand and appreciate the cultural and religious diversity around them. For example, in a school in Indonesia, their curriculum includes teaching about Islamic values and local culture, such as traditional customs and local wisdom. Students not only learn academic material but also understand and appreciate the cultural and spiritual heritage around them. Therefore, this education produces students who are not only knowledgeable but also have strong spiritual maturity and respect for cultural diversity.

By understanding spiritual and cultural values, students can become more tolerant individuals who respect differences and possess mutual respect for others. Education that includes spiritual values can also help students lead more prosperous and meaningful lives because they have a strong moral and ethical foundation to guide their actions. Community-based education in Islamic institutions emphasizes integrating local values and religious teachings. By incorporating local wisdom such as SILAS in Sundanese culture, the values of the Keraton Kanoman and Kasepuhan, and the Peusijuek customs in Aceh, educational institutions can shape students' characters based on cultural heritage.

This approach ensures that education aligns with Islamic principles while meeting the specific needs of the local community. Moreover, the use of tools such as Audio-Visual media to teach ecological values in Kaili's culture enhances the integration of local wisdom into Islamic religious education. By blending religious values with local customs and ecological philosophy, educational institutions create a holistic learning environment that fosters Islamic teachings and the specific values of the community.

Partnership with Local Communities

Islamic educational institutions that implement this concept actively build partnerships with organizations and institutions in their surrounding environment. This can involve collaborations with mosques, charity institutions, or other social organizations to support education and the holistic development of students. Additionally, these institutions may also partner with local businesses to provide internship opportunities for students, allowing them to gain hands-on experience in the workforce.

With such partnerships, it is hoped that students can develop broader skills and knowledge, and better connect with the surrounding community. All of this aims to create an inclusive and empowering educational environment for the development of future generations. For example, an Islamic educational institution could collaborate with local technology companies to offer training and courses to students in mobile application development. Furthermore, they could organize mentoring programs with professionals in the industry to guide students in preparing for a competitive job market.

To develop an Islamic educational institution through partnerships with the local community, it is essential to focus on aspects such as community participation, institutional management, and the integration of local wisdom. By involving the community in the development of educational programs, the institution can ensure ownership and support (Sapirin, 2022). Furthermore, adapting views on education, adhering to policies, fostering a competitive mindset among students, enhancing teacher creativity, and innovating the curriculum are crucial strategies for institutional development in the academic sector (Machfudz & Zaini, 2023).

Moreover, Islamic educational institutions based on local wisdom play a significant role in shaping the morals, character, and knowledge of individuals, which ultimately contributes to the welfare of society and the preservation of local traditions (Muchtar & Ningsih, 2022; Setyaningrum, Muttaqin, & Supriyatno, 2023). Collaborating with the local community not only improves the quality of education but also fosters a sense of shared responsibility and mutual benefit in the development process.

Community-Based Curriculum

This concept encourages the development of a curriculum that is relevant to the needs of the local community. This curriculum not only covers academic material but also social skills, entrepreneurship, and extracurricular activities that support the holistic growth and development of students.

Developing Islamic educational institutions through the implementation of community-based curricula and inclusive learning approaches is crucial. With close collaboration between the educational institution and the community, a conducive learning environment focused on the holistic development of students is expected to emerge. Additionally, the implementation of a Community-Based Curriculum can also strengthen the relationship between the Islamic educational institution and the surrounding community, creating a mutually supportive synergy in improving the quality of Islamic education in Indonesia.

For instance, a madrasa in a village that implements a Community-Based Curriculum by involving community leaders in the curriculum design and learning

process. Through an inclusive approach, the madrasa successfully creates a friendly learning environment that supports the overall development of students. This allows students to learn not only from textbooks but also from the experiences and knowledge of community leaders. Thus, students can develop social skills and the courage to contribute to society. Moreover, the established relationship between the madrasa and the community allows for self-development programs and skill training that can enhance students' independence in facing the challenges of the modern world.

Ongoing Evaluation

It is important to continuously evaluate the effectiveness of community-based education programs to ensure that educational goals are achieved and the needs of the community are met. This evaluation may involve active participation from the community to provide feedback and suggestions for improvements.

Developing Islamic educational institutions based on the community through ongoing evaluation and improving the quality of education programs tailored to the needs and developments of the community can be done by involving all stakeholders, including parents, local communities, and local governments. By doing so, Islamic educational institutions can become inclusive and sustainable learning centers for the entire community.

For example, an Islamic school in a village that involves parents in the evaluation and development of educational programs. By engaging the local community and local government, the school can provide education that meets the community's needs and build strong relationships between the educational institution and its surroundings.

To develop Islamic educational institutions based on the community through ongoing evaluation, it is essential to focus on innovative learning methods, curriculum improvements, and effective assessment strategies. Evaluation principles such as continuity, fairness, and practicality play a significant role in assessing the effectiveness and efficiency of the learning system (Hudri & Umam, 2022).

Appropriate evaluation tools are crucial in determining students' success in achieving learning objectives and assessing the effectiveness of the planned programs (Rodiyah, 2018). Additionally, utilizing participatory action research (PAR) can help identify community needs, strengths, weaknesses, and opportunities for improvement in the management of education within the community. Ongoing evaluation at the madrasa can monitor students' progress and enhance the effectiveness of learning, ultimately improving the quality of education in community-based Islamic institutions (Warsah & Habibullah, 2022).

Through collaboration among all stakeholders, Islamic educational institutions can become more responsive to the needs and expectations of the community. Involving parents in the evaluation and development of educational programs can also improve the quality of education provided by the institution. As a result, the school can become a model for other educational institutions in building strong partnerships with all involved stakeholders.

CONCLUSION

This study has analyzed the community-based education management model in the context of the development of Islamic educational institutions. The research found that the implementation of the community-based education management model can serve as a strong foundation for strengthening the relationship between Islamic educational institutions and the local community, as well as improving the overall quality of education. Its implementation can be carried out through: a) community participation in curriculum planning, resource procurement, teacher selection, and program evaluation; b) parental involvement in children's education activities through parent-teacher forums, regular meetings, or even through volunteer programs at the school; c) integration of local and religious values through teaching about Islamic values and local culture, thereby producing individuals who are more tolerant, appreciate differences, and have a sense of mutual respect; d) partnerships with the local community by involving the community in the development of educational programs; e) community-based curriculum through collaborative efforts between various educational institutions such as pesantren, schools, and madrasahs; f) ongoing evaluation through evaluation principles such as continuity, fairness, and practicality in assessing the effectiveness and efficiency of the learning system.

Thus, this study emphasizes that the Community-Based Education Management Model has great potential to improve the quality of Islamic education and strengthen the role of educational institutions as agents of positive change in society.

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