



## Integrating Communication and Stakeholder Engagement for Strengthening Public Islamic Education Services

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### ABSTRACT

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This study examines the role of communication and stakeholder engagement in enhancing public services in Islamic education institutions. The purpose of this research is to analyze how integrating communication strategies and stakeholder participation can strengthen the management and effectiveness of public Islamic education services. A qualitative, descriptive-analytical approach was employed, drawing on secondary sources and conceptual studies of organizational communication, stakeholder management, and Islamic education governance principles. The analysis involved inductively interpreting data to identify patterns of interaction between communication, stakeholder involvement, and service quality improvement. The results indicate that effective communication and active stakeholder involvement are crucial for enhancing public services in Islamic education. Open, honest, and two-way communication fosters a harmonious work environment, builds trust among institutional members, and accelerates problem-solving. Stakeholder participation, both internal and external, provides moral, social, and oversight support, increasing accountability and legitimacy in the eyes of the community. The integration of communication and stakeholder engagement creates a transparent, adaptive, and sustainable governance system that embodies Islamic values such as shura, amanah, tabligh, and ta'awun in educational management practice.

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## INTRODUCTION

Islamic education is a central pillar in the development of human resources that are not only knowledgeable but also possess strong character and good ethics. In an era marked by globalization and rapid technological advancements, Islamic educational institutions are challenged to provide not only religious teachings but also quality public services that cater to the needs

of society. Education is a fundamental right for every citizen, and its delivery must meet the demands of the public while ensuring professionalism and accountability. A well-managed educational system can help form a balanced generation, excelling in intellectual, spiritual, emotional, and social aspects. In this context, integrating communication strategies and stakeholder participation is essential for improving the governance of Islamic educational institutions. This study aims to explore how these elements can enhance public services, thus fostering a sustainable, transparent, and effective education system, aligned with Islamic values. The findings could offer valuable insights for policymakers and educational administrators striving for excellence in public education services.

Despite the vital role of Islamic education, many institutions face significant challenges in effectively managing communication and engaging stakeholders. These issues are compounded by a lack of transparency, insufficient stakeholder involvement, and inefficient communication strategies. In particular, educational institutions often suffer from top-down communication models, where decisions are made without meaningful dialogue with key stakeholders such as teachers, students, parents, and the wider community. This leads to misunderstandings, low participation, and a failure to address the needs of the public adequately. In this context, effective communication and stakeholder engagement are crucial for improving the transparency and accountability of Islamic education institutions. Addressing these gaps is vital to enhancing the quality of education and ensuring that the educational system aligns with societal needs and expectations.

In practice, many Islamic educational institutions, including madrasahs, pesantren, and universities, struggle with these communication and stakeholder engagement issues. These institutions often have poorly structured communication systems, both internally and externally. Administrators and educators typically lack channels for open, two-way communication with parents, students, and the broader community. This communication gap hinders the flow of critical information regarding educational policies, program changes, and institutional decisions. Furthermore, a lack of coordination between the different stakeholders—such as government bodies, education administrators, and the local community—results in inefficiencies in service delivery and the inability to address the needs of the public effectively. The gap in communication not only reduces trust in educational institutions but also limits their capacity to respond to evolving educational demands.

Previous studies have highlighted the importance of communication and stakeholder participation in public service management, including within the context of Islamic education. Researchers such as Zahro (2024) and Estede et al.

(2025) emphasize that communication is a vital component of effective governance, helping to ensure transparency, accountability, and public trust. However, most studies have focused on the theoretical aspects of communication or examined stakeholder involvement in isolated contexts, without addressing how the integration of these two elements specifically enhances the quality of Islamic education services. Some studies, like those of Suliyah (2024), have noted the prevalence of top-down communication structures but have not fully explored how stakeholder engagement can counteract these issues to create more inclusive, participatory, and transparent education systems. The gap remains in understanding the practical integration of these two elements in Islamic education institutions.

Furthermore, the application of Islamic values such as *syura* (consultation), *amanah* (trustworthiness), and *ta'awun* (cooperation) in educational governance is underexplored in existing research. While there are studies that address these values in the broader context of Islamic governance (Soliha & Nurhakim, 2024), few have applied them directly to the management of Islamic educational institutions. This gap in the literature underscores the need for research that not only addresses the integration of communication and stakeholder engagement but also aligns these practices with Islamic principles. By bridging this gap, the research can contribute to the development of a more holistic framework for managing Islamic educational institutions that integrates modern governance practices with Islamic values, providing a model for other educational institutions to emulate.

This research introduces a novel approach by focusing on the integration of communication strategies and stakeholder engagement within the specific context of Islamic education, framed by Islamic governance principles. The integration of communication and stakeholder involvement has been studied in other sectors, but its application in Islamic educational institutions remains underexplored. Given the increasing complexity of managing educational services in the digital age, where both communication and stakeholder engagement are crucial, this study addresses a significant gap. It not only explores communication strategies and stakeholder participation but also examines how these practices can be harmonized with the ethical and spiritual values that form the foundation of Islamic education. This makes the study both innovative and essential for improving the governance and service quality of Islamic educational institutions.

The central research question is how the integration of communication and stakeholder participation can strengthen the quality of public services in Islamic education. This study proposes that a strategic combination of transparent, two-way communication and active stakeholder involvement can

significantly enhance the effectiveness, accountability, and public trust in Islamic educational institutions. By integrating these elements with Islamic governance principles, this research seeks to offer practical solutions to improve education management in these institutions. The expected contribution of this study is to provide a comprehensive framework that educational administrators can use to build better communication systems and foster more active participation from all stakeholders, ultimately leading to improved service delivery and community satisfaction.

## RESEARCH METHOD

This research uses a qualitative approach with descriptive analytical methods. This approach was chosen because the study focuses on an in-depth understanding of social phenomena, specifically on how integrating communication and stakeholder engagement strengthens public services in Islamic education. Qualitative research allows researchers to explore the meanings, perceptions, and experiences of educational actors in natural contexts without intervening in or manipulating the variables under study (Taolin & Aziz, 2025).

Philosophically, the qualitative approach is grounded in the constructivist paradigm, namely the view that social reality is shaped through interaction, communication, and shared meaning among individuals and groups. In this context, public services in Islamic education are understood as the result of complex interactions between educational institutions, educators, students, the community, and the government. Therefore, qualitative methods are deemed most appropriate for exploring the meaning behind the communication and collaboration practices that occur within them.

Descriptive-analytical methods are used to provide a systematic and factual overview of the communication process between Islamic educational institutions and their stakeholders, and to analyze the extent to which this communication is integrated into efforts to improve the quality of public services. This approach does not attempt to test hypotheses, but rather to explain patterns, relationships, and social dynamics that emerge from empirical data in the field.

The data collection process utilizes three main techniques: observation, in-depth interviews, and documentation. The data analysis stage is conducted concurrently with the data collection process, using the Miles and Huberman interactive analysis model, which includes three main steps: data reduction, data presentation, and conclusion drawing/verification. In the data reduction stage, information obtained from various sources is selected, classified, and

focused on aspects relevant to the research objectives. The data presentation stage involves organizing data into narratives, tables, and thematic categories to facilitate ease of reading and understanding. Next, in the conclusion-drawing stage, researchers interpret the meaning of the patterns identified and verify the data to ensure consistency and validity.

## **RESULT AND DISCUSSION**

### **Communication Patterns in the Management of Islamic Education Public Services**

The results of the study show that communication has a very central role in strengthening public services of Islamic education. The communication patterns formed in Islamic educational institutions generally reflect the organizational structure and institutional culture that is carried out. In institutions that have modern governance, communication takes place openly, bidirectionally, and participatory. Every element of the institution, from leaders, educators, administrative staff, to students, has a space to express opinions and participate in decision-making (Suwarno, 2021)

Good communication encourages the creation of clarity of information and minimizes misunderstandings between the management of the institution and the service user community. Effective internal communication practices are usually carried out through deliberative forums, regular coordination meetings, and the use of digital media such as online groups and academic information systems. This strengthens synergy between divisions and increases the speed of institutions in responding to the needs and aspirations of the education community (Rusmana, 2019).

On the other hand, institutions that still apply a one-way or hierarchical communication pattern often face obstacles in the delivery of public services. Delays in information, lack of coordination, and low involvement of teachers and parents often hinder the effectiveness of services. Therefore, communication integration must be directed at the establishment of an open, trust-based communication system that prioritizes the values of honesty and social responsibility as taught in Islam.

From an Islamic perspective, good communication is part of the social morals taught by the Prophet PBUH. The principles of *tabligh* (conveying the truth), *sidq* (honesty), and *amanah* (trust) become the moral foundation in every interaction. Islamic educational institutions that instill Islamic communication principles tend to have harmonious social relationships between managers, educators, students, and the community (Fitriani, 2025).

## **The Role and Involvement of Stakeholders in Strengthening Public Services**

The results of the analysis also show that stakeholder involvement is the main factor in the successful implementation of Islamic education public services. Stakeholders in the Islamic education environment not only consist of internal elements such as leaders and educators, but also involve external elements such as parents, alumni, the community, foundations, and the government. Their involvement reflects the form of social participation that is the main strength in the management of education based on Islamic values (Al Huda, 2025).

Stakeholder participation is manifested in various forms, ranging from moral and material support, to direct involvement in institutional activities. For example, the role of parents in providing input on the learning process and administrative services, community participation in the socio-religious activities of institutions, and policy support from the government through regulations and coaching. This form of collaboration shows that there is a shared responsibility in improving the quality of Islamic education (Analisna et al., 2024).

Stakeholder engagement also serves as a mechanism for public oversight (public accountability). With the active participation of the community, Islamic educational institutions are required to be more transparent in terms of fund management, program implementation, and performance evaluation. This encourages increased accountability and builds public trust in institutions. When communication with stakeholders goes well, a sense of belonging arises. (sense of belonging) high level of educational institutions, so that the community becomes part of the solution to every challenge faced by the institution (Hasanah, 2025).

In the context of Islamic values, stakeholder participation reflects the application of the principles of shura (deliberation) and ta'awun (cooperation). Islam teaches that every important decision should be taken through deliberation to achieve the common good. Thus, stakeholder participation in educational services is not only an administrative activity, but also a form of implementation of Qur'anic values in the social life of education.

## **Integration of Communication and Stakeholders in Public Service Practice**

The results of the study show that the success of strengthening public services in Islamic educational institutions is highly dependent on the ability of institutions to integrate communication and the role of stakeholders synergistically. The integration in question is not only limited to technical coordination, but the establishment of a communication system that allows each party to actively contribute to the process of planning, implementing, and evaluating services.

When communication between stakeholders runs harmoniously, educational institutions are able to create a collaborative, transparent, and inclusive work atmosphere. For example, in the formulation of academic policies and student activities, institutions that openly involve teachers, students, and the community tend to produce more targeted decisions because they are based on real needs in the field. On the other hand, policies taken without involving stakeholders often lack support and fail to be implemented properly (Akhmad et al., 2024).

The integration of communication and stakeholders also has implications for improving the quality of public services. Open communication makes it easier for institutions to detect problems early, gather feedback, and improve services quickly. Meanwhile, stakeholder involvement expands social resources and strengthens the legitimacy of the institution in the eyes of the public. Thus, the collaboration between the two produces Islamic education services that are adaptive, sustainable, and based on moral and spiritual values (Rachmad et al., 2024).

From the perspective of Islamic education management, the integration of communication and stakeholders is a tangible form of implementing good governance based on Islamic values. The principles of transparency, accountability, participation, and responsiveness are the basis for managing educational institutions so that they not only function as academic institutions, but also as public service institutions oriented to the welfare of the people.

### **Implications for Strengthening Public Services of Islamic Education**

The findings of this study confirm that strengthening public services of Islamic education cannot be separated from the development of effective communication systems and sustainable stakeholder participation. These two aspects complement each other: communication functions as a means of coordination and information delivery, while stakeholders play the role of partners who provide support, social control, and innovation to the institution's programs. Practically, the integration of communication and stakeholders provides several important implications for the development of Islamic educational institutions as illustrated in the following beginnings:



**Figure 1. Communication and stakeholder integration**

1. Increase Transparency and Accountability.

Open communication makes the decision-making process and management of institutions more transparent, thereby increasing public trust in Islamic educational institutions.

2. Building Participation and Shared Ownership.

By involving stakeholders from the planning stage to evaluation, the institution builds a strong sense of belonging so that the community feels part of the institution.

3. Strengthening Islamic Values in Institutional Management

The integration of communication and stakeholders reflects the application of the values of *ukhuwah*, *shura*, *amanah*, and *tabligh* which are the moral basis for the implementation of civilized Islamic education.

4. Encouraging Innovation and Adaptation to Change.

Open communication allows institutions to respond quickly to the challenges of the times, including the use of digital technology to improve the quality of public services in Islamic education. (Sholeh, 2023)

Theoretically, the results of this study are in line with the concept of organizational communication which emphasizes the importance of two-way information flow in maintaining the effectiveness and efficiency of the institution. According to system communication theory, an educational organization is an open system whose sustainability depends heavily on the flow of communication between the internal and external environments. When communication is lost, the system will lose its adaptive power.

In addition, stakeholder theory in modern management emphasizes that the success of an organization is not only measured by internal capabilities, but also by the extent to which the organization is able to accommodate the interests of the parties involved. In the context of Islamic education, stakeholders are not only administrative entities, but also part of the *The Ummah of Wahidah* — religious communities that have a moral responsibility for the sustainability of educational institutions (Azkiya et al., 2025).

The results of this study also reinforce the view that Islamic values are very compatible with the principles of good governance and modern management. *Shura* values are in line with public participation, *amanah* is related to accountability, while *tabligh* and *sidq* are related to communication transparency. The integration between Islamic principles and modern management theory is the strong foundation for strengthening Islamic education public services in the contemporary era.

## CONCLUSION

This study highlights the crucial role of effective communication and stakeholder engagement in enhancing the quality of public services in Islamic educational institutions. It shows that transparent, open communication and active participation from internal and external stakeholders are essential for fostering a harmonious work environment, building trust, and improving the accountability and legitimacy of these institutions. Integrating communication strategies with stakeholder involvement can transform governance systems into more adaptive, transparent, and sustainable models, aligned with Islamic values such as *syura*, *amanah*, and *ta'awun*.

Moreover, the research underscores the importance of aligning these practices with Islamic principles to create a balanced educational system that serves both intellectual and spiritual development. The findings suggest that by adopting integrated communication and inclusive stakeholder engagement, Islamic educational institutions can better respond to societal needs, increase public trust, and improve overall educational outcomes. This approach offers a practical framework for academic leaders to enhance the effectiveness and professionalism of public services in Islamic education.

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