

The Role of Stakeholders in the Management of Islamic Education: A Collaborative Approach to Education Quality

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Abstract: *This study aims to examine the role of stakeholder empowerment in Islamic education management at MI Mambaul Ullum Tulupari, an Islamic elementary school in Tiris, Probolinggo. This study explores how collaboration between parents, teachers, and the community can improve the quality of education based on Islamic values. Although stakeholder involvement in education has been widely discussed, its application in the context of Islamic education is still limited. Therefore, this study seeks to fill this gap by investigating the active contribution of each stakeholder in designing, implementing, and evaluating education policies in schools. Using qualitative research methods, data was collected through interviews, observations, and documentation. The results of the study show that close collaboration between parents, teachers, and the community plays a significant role in improving the quality of education, both in academic aspects and in the formation of students' character. These findings make an important contribution to the development of more inclusive and sustainable Islamic education management, and emphasize the importance of the active role of all stakeholders in creating a holistic education that is in accordance with Islamic values.*

INTRODUCTION

Islamic education, with the main goal of forming individuals of noble and knowledgeable character, has become the main focus of various educational institutions (Aderibigbe et al., 2023; Beisenbayev et al., 2024; Rohmatulloh et al., 2023). However, in practice, challenges often arise, especially related to the lack of effective coordination between schools, parents, and the community. Several previous studies have shown that stakeholder empowerment in education can have a significant impact on improving the quality of education produced (Birasnav et al., 2024; Gamede & Uleanya, 2021; Liu, 2021). Two-way communication between educational institutions and external stakeholders can strengthen the quality of education through more active involvement (Chen & Dagestani, 2023; Holst, 2023; Li & Xue, 2022). Similarly, another research emphasizes the importance of long-term relationships between schools and communities in creating a positive and sustainable educational environment (Biancardi et al., 2023; Iqbal et al., 2021; Liao, 2022).

In the realm of Islamic education, synergy between parents, teachers, and the community is a very important aspect to create education that is not only effective, but also able to survive in the long term. From this, this research aims to delve deeper into how stakeholder empowerment can affect the overall quality of Islamic education. Several previous studies have highlighted the importance of stakeholder empowerment in education, showing that effective relationships with external stakeholders can significantly improve the quality and reputation of educational institutions (Hart & Rodgers, 2023; Mohiuddin et al., 2022; Qazi et al., 2022). On the other hand, the importance of two-way communication in educational relationships has also been emphasized, with the conclusion that this contributes to long-term success (Knowles et al., 2021; Serafini et al., 2022; Topor et al., 2022). In addition, parental involvement in educational activities also plays a key role in increasing students' motivation and academic achievement (Ma et al., 2022; Schmid & Garrels, 2021; Xiong et al., 2021). Although these important contributions have been recognized, there is still little research that examines more deeply how stakeholder empowerment in the context of Islamic education affects the quality of education more deeply. This research aims to fill this gap by exploring how synergy between teachers, parents, and the community can strengthen Islamic education management, as well as have a positive impact on the quality of well-managed and sustainable education.

Although previous research has identified the importance of stakeholder empowerment in education, there are still gaps in the literature regarding how this empowerment is specifically applied in the context of Islamic education. A limited number of studies addressed only the role of parents in general education, while few reviewed community involvement in Islamic-based education. In addition, previous research has often focused on external relationships between schools and communities without investigating how internal relationships between parties within schools play a role in the management of education. This research aims to fill this gap by exploring in depth how stakeholder empowerment in Islamic education including the role of parents, teachers, and society can contribute to improving the quality of education, both in academic and moral aspects. This research is important to strengthen the managerial framework that involves various parties in building a more holistic and sustainable Islamic education.

This research offers a unique contribution by exploring how stakeholder empowerment in Islamic education management can affect the quality of education more comprehensively. Previously, most studies focused more on academic or social aspects, while few addressed how synergy between parents, teachers, and society can create a sustainable Islamic education ecosystem. The uniqueness of this research lies in its focus on Islamic education, where stakeholder empowerment plays a role not only in the academic aspect but also in the formation of students' character and morals. By combining an in-depth qualitative approach, this study presents a new and broader perspective on how the collaboration of various parties can strengthen the management of education based on Islamic values, thereby providing deeper and more applicable insights for the development of Islamic education in the future.

This study aims to investigate the role of stakeholder empowerment in improving the quality of Islamic education management at MI Mambaul Ulum Tulupari. The main focus of this research is how collaboration between parents, teachers, and the community can strengthen the education system based on Islamic values. Using a qualitative approach, this study will explore the dynamics of interaction between related parties and how their involvement can have a positive impact on academic aspects and student character. This research also aims to identify challenges and potentials in stakeholder empowerment that can be implemented in other Islamic educational institutions. Thus, this research not only contributes to the understanding of Islamic education management, but also offers practical recommendations that can be applied in the broader context of Islamic education.

RESEARCH METHOD

This research was conducted at MI Mambaul Ulum Tulupari, an Islamic educational institution in Tiris, Probolinggo, with a focus on empowering stakeholders in Islamic education management. This context was chosen because of its direct relevance to the research topic, namely the importance of collaboration between parents, teachers, and the community in supporting Islamic-based education. MI Mambaul Ulum Tulupari is a representative example in illustrating how various stakeholders can play an active role in improving the quality of Islamic education at the primary level. The research approach used is qualitative with a case study design, which allows researchers to delve deeply into the dynamics of interaction between the parties involved (Bendoly et al., 2023; Bryda & Costa, 2023; Priya, 2021). The case study was chosen for its ability to provide a more in-depth and contextual insight into the phenomenon being researched, as well as to understand the processes and meanings given by stakeholders to the management of Islamic education in a specific setting (Arar & Orucu, 2022; Astuti, 2024; Chanifah et al., 2021).

The data collection methods used in this study are interviews, observations, and documentation, each of which has direct relevance to the research question. Interviews were conducted with key informants, including principals, teachers, and parents, to gain diverse perspectives on the role and empowerment of stakeholders in education management. Observations were carried out to directly observe the interaction between the school and the community, as well as to verify the information obtained from the interviews. Documentation, in the form of an archive of school activities and existing education policies, is used to reinforce the empirical data collected. The combination of these methods enriches the understanding of the dynamics of stakeholder empowerment, where interviews provide in-depth insights into individual views and experiences, observations allow researchers to see real behaviors in the field, and documentation provides concrete evidence of policies and activities that have been implemented (Chater & Loewenstein, 2023; Hanlon et al., 2022; Morgan, 2022). This triangulation approach strengthens the validity of research findings by combining various complementary data sources. Departing from this, the following is the informant code used in this study, as shown in table 1.

Table 1. Research Informant Coding

Yes	Respondent Name	Code
1	Principal	F1
2	Teacher	F2
3	Guardian of students	F3
4	Community	F4

To analyze the collected data, the researcher used thematic analysis techniques, with an approach developed by Miles and Huberman (Briand et al., 2023; Caballero-Garcia et al., 2022; Karmina et al., 2021). This technique involves categorizing data based on key themes that emerge from interviews, observations, and documentation. The first step in analysis is data encoding, where researchers identify and label the pieces of data that are relevant to the research question. Next, the encoded data is grouped into broader categories, which are then analyzed to find deep patterns, relationships, and meanings. This approach was chosen because of its ability to handle complex qualitative data, as well as provide rich and contextual insights into the phenomenon being studied. In addition, this technique also allows researchers to maintain flexibility in the analysis process, so that they can adjust to the development of findings that arise during the research.

RESULT AND DISCUSSION

Results

The results of this study reveal that the implementation of stakeholder empowerment in Islamic education management, especially those involving the role of parents, teachers, and the community, has a significant impact on the quality of education received by students. A more detailed explanation of the interaction and relationship between these three parties can be seen in Figure 1.

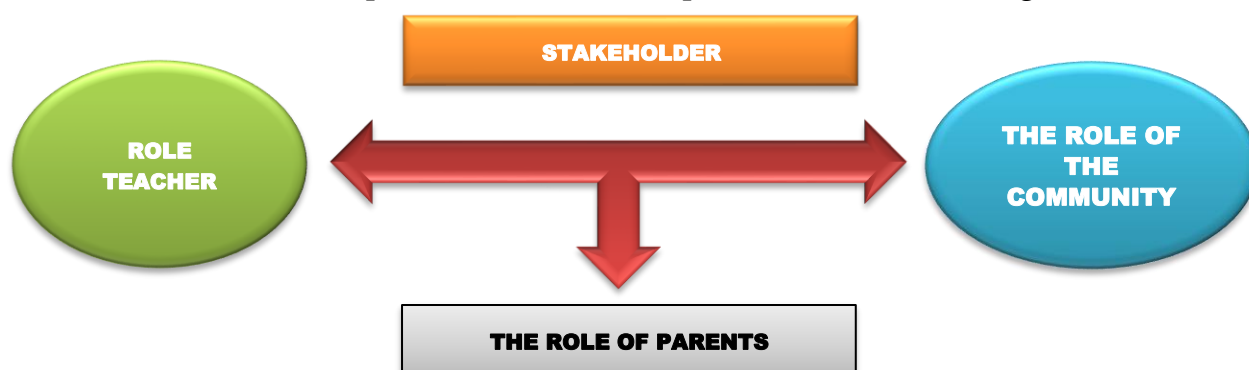


Figure 1. Interaction and Linkage between the Three Parties

Stakeholder Empowerment in Islamic Education Management

Stakeholder empowerment in Islamic education management includes the active role of parents, teachers, and the community in improving the quality of education. Stakeholders here are not only supporters, but they have a shared responsibility in designing, implementing, and evaluating educational programs. Collaboration between these three parties is important in creating an education system that is sustainable, effective, and in accordance with Islamic principles. This empowerment leads to improving the quality of education, both in terms of academics and student character.

The relevance of this theme lies in the ability of stakeholders to support the management of Islamic education that is more transparent, accountable, and inclusive. Interviews with informants show the importance of stakeholder empowerment in ensuring the success of education management. F1 affirms that to achieve the goal of quality education, all parties must be actively involved. Where he revealed that,

"Stakeholder empowerment in Islamic education is the main key so that education can run effectively and in accordance with Islamic principles."
(F1)

F2 also mentioned that the success of education depends heavily on a close relationship between parents, teachers, and the community. This shows that Islamic education cannot only depend on schools as an institution, but also requires the support of the entire community. Where on one occasion f2 also said,

"The success of education depends on the synergy between parents, teachers, and the community in supporting educational activities." (F2)

Based on the previous presentation, stakeholder empowerment in the context of education has a strategic role in realizing sustainable and effective education. Collaboration between various parties not only contributes to improving academic quality, but also plays an important role in instilling Islamic values in students. Furthermore, the involvement of all stakeholders in every stage of education, from planning to program evaluation, has enormous significance. This underlines the importance of synergy between all parties involved to ensure the successful implementation of holistic and quality education, while maintaining the integrity of the values carried by educational institutions.

Based on the findings obtained from observations at MI Mambaul Ulum Tulupari, Tiris, Probolinggo, stakeholder empowerment has been implemented through a series of collaborative programs that actively involve various parties. One concrete example is the implementation of a routine communication program between parents and teachers, which aims to strengthen relationships and ensure synergy in supporting the development of students. In addition, community involvement in social activities, such as fundraising and cooperation in extracurricular activities, further emphasizes the commitment to empower all stakeholders. Through these various initiatives, it is clear that the collaboration that has been established not only supports the sustainability of Islamic education management, but also strengthens the successful implementation of educational programs at MI Mambaul Ulum Tulupari. The active involvement of all parties shows that stakeholder empowerment is one of the keys to strengthening the management of Islamic education in the school.

The Role of Parents in Islamic Education

In the context of Islamic education management, the role of parents is very fundamental, considering that they are the first party to provide education to children from an early age. Parents not only serve as supporters in the academic aspect, but also have a role as a liaison between the home and school environment, creating continuity in the educational process.

They participate in providing motivation, supporting learning activities, and actively contributing to designing and evaluating education policies implemented in schools. In addition, parents also have a very important role in shaping the character of students, by instilling Islamic values at home that are in harmony with what is taught in school. Thus, parental involvement in education not only supports academic achievement, but also contributes to the formation of a person with character and ethics in accordance with Islamic teachings. Where he revealed in one of the interview occasions he said that,

"Parents who are actively involved in school activities can help improve the quality of learning that children receive." (F3)

Based on the findings that have been disclosed, it can be concluded that the role of parents in education is more than just a support, but rather a strategic partner for teachers in creating an effective educational process. The importance of good communication between parents and the school, as well as the active participation of parents in various school activities to maximize educational outcomes. This is in line with the understanding that parents are an integral part of educational success, where the synergy between home and school is a key element in supporting the academic development and character of students. Thus, the direct involvement of parents in the educational process plays a significant role in realizing optimal and sustainable educational goals.

The involvement of parents in various school activities at MI Mambaul Ulum Tulupari shows that their empowerment has been done very well. Parents actively participate in regular meetings, social activities, as well as fundraisers, which reflects the school's commitment to making them integral partners in the educational process. Through this participation, parents not only support academic activities, but also play a role in planning and evaluating the education policies implemented. This illustrates that schools have succeeded in optimizing the role of parents in the management of Islamic education, making them an important part of efforts to improve the quality of education and the formation of students' character. Parental involvement in these various aspects strengthens the synergy between home and school in achieving more holistic educational goals.

The Role of Teachers in Islamic Education Management

Teachers play a very vital role in the management of Islamic education, not only as teachers who impart knowledge, but also as character builders of students and translators of Islamic values in daily life. As a central figure in the educational process, teachers have a great responsibility to implement the curriculum that has been designed effectively, create a conducive learning atmosphere, and provide a positive example for students. In this case, teachers play an important role not only in the academic aspect, but also in introducing and instilling moral and spiritual values that are in line with Islamic teachings. Thus, teachers not only focus on the intellectual development of students, but also strive to develop their potential in various aspects of life, both social, emotional, and spiritual. The role of teachers as true guides and role models in Islamic education is the key to forming a generation that is not only intelligent, but also virtuous.

F2 emphasizes that the quality of teaching is highly dependent on the professional training and development received by teachers. This indicates that to achieve optimal educational outcomes, teachers must have adequate skills, both in delivering Islamic education materials and in managing the classroom effectively. In addition, F1 added that the role of teachers is not only limited to teaching tasks, but also includes guiding students so that they can practice Islamic teachings well in their daily lives. The involvement of teachers in guiding students to apply Islamic values practically is the key in creating an education that not only prioritizes intellectual intelligence, but also forms morals and character in accordance with Islamic principles.

The role of teachers in the management of Islamic education is not only limited to teaching academic materials, but also includes the function of role models and guides in the practice of Islamic values. F1 and F2 emphasize that to realize quality education, teachers must always develop themselves through training and professional improvement in the field of Islamic education. Thus, teachers are not only expected to be able to convey knowledge, but also have the competence to guide students in applying Islamic teachings in daily life. The improvement of teachers' professional skills and quality is an important element in creating an education that not only excels in academic aspects, but also in strengthening the character and morals of students in accordance with Islamic values.

MI Mambaul Ulum Tulupari has implemented various training programs aimed at improving teacher competence, with a special focus on developing effective Islamic teaching methods. This training program is not only oriented towards improving academic quality, but also emphasizes on strengthening students' character and morals, which is an integral part of the goals of Islamic education. By engaging teachers in targeted training, schools strive to ensure that every educator can teach knowledge in a way that not only meets academic standards, but also instills Islamic values that are essential in the formation of students' character. This reflects MI Mambaul Ulum Tulupari's commitment to creating a holistic learning atmosphere, which prioritizes a balance between the intellectual and spiritual aspects of students.

The Role of Society in Islamic Education

The community plays a very important role in creating an educational environment that supports the achievement of Islamic educational goals, both through the support of resources, the provision of facilities, and active participation in various educational activities. This role is not only limited to the physical aspect, but also includes the contribution of the community in formulating supportive and beneficial education policies, as well as facilitating programs that can enrich students' learning experiences. In the context of Islamic education, the community serves as a strategic partner that helps create an atmosphere conducive to learning based on Islamic values. With the involvement of the community, the educational process becomes more integrated, creating an ecosystem that not only supports academic development, but also strengthens the formation of students' character and morals in accordance with Islamic teachings.

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"The community has a big role in supporting educational activities, such as providing facilities or other social contributions." (F3)

"Community support is very helpful in facilitating educational activities, both financially and socially." (F4)

This quote clearly shows that society plays a very significant role in the management of Islamic education. The community can not only contribute in terms of providing supporting resources and facilities, but also play an active role in building quality education. Their support in various social activities and the organization of educational programs also helps to create a more positive and conducive educational climate for student development. With such involvement, the community becomes an inseparable partner in realizing Islamic education that not only excels in academic aspects, but also in the formation of students' character and moral values. The community shows a significant active role in supporting various school activities. Their participation is reflected in the provision of facilities for extracurricular activities as well as the contribution of funds to support educational programs. This involvement shows that society has a great influence in strengthening the education system based on Islamic values. With this support, the community not only plays a role as an external support, but also as a strategic partner who helps to form a conducive educational climate and supports the achievement of holistic Islamic education goals. This community involvement enriches the student learning experience, while strengthening the shared commitment to developing quality education.

Discussion

Based on interviews and observations conducted, these findings show that stakeholder empowerment, both parents, teachers, and the community, has a central role in supporting the quality of education, both in academic aspects and in the formation of student character. The findings of this study expressly answer the question posed about how stakeholder empowerment can affect the management of Islamic education. One of the key findings is that stakeholder empowerment not only functions as an external support, but also as a strategic partner that participates in the planning, implementation, and evaluation of education policies. Close collaboration between parents, teachers, and the

community is indispensable to create a sustainable and effective education. The importance of the involvement of all parties in achieving the goals of quality education, which includes synergy in supporting the academic development and character of students. This is in line with education management theory which underlines the importance of community involvement in supporting educational goals (Gamede & Uleanya, 2021; Liu, 2021; Sattar et al., 2022).

These findings support the theory of public relations management which explains that the success of education management is highly dependent on collaboration and communication between educational institutions and external stakeholders (Knowles et al., 2021; Mohiuddin et al., 2022; Qazi et al., 2022). The empowerment of stakeholders in this study not only focuses on the role of parents in supporting academic activities, but also on the formation of students' character through Islamic values taught at home and at school. This research enriches the two-way communication theory proposed by Grunig and Hunt, in which the mutually supportive relationship between schools and external stakeholders forms a solid foundation for more holistic educational success. Further, this research develops an understanding of how public relations management in Islamic education is not only limited to external images, but also includes an active role in supporting students' moral and spiritual development. This is in line with the thinking of Serafini et al. (2022), who emphasizes the importance of long-term, trust-based relationships between educational institutions and society. These findings challenge previous understandings that only viewed public relations as a mere promotional tool, but rather as a strategy that involves the active participation of various parties to create a conducive educational climate based on Islamic values.

This research provides new insights into the importance of community involvement in the management of Islamic education. So far, the literature has placed more emphasis on the role of parents and teachers in education, but these findings suggest that society, as part of the community around schools, plays a crucial role in supporting the quality of education. Community support in terms of resources, facilities, and active participation in social activities enriches students' learning experiences and creates a more positive and inclusive environment for Islamic education. The results of this study make a significant contribution to the development of the literature on public relations management in the context of Islamic education by emphasizing the importance of the active role of parents, teachers, and the community in strengthening the education system based on Islamic values. These findings not only reinforce existing theories about the need for multi-stakeholder involvement in education, but also introduce new perspectives that highlight how the role of society can create a more supportive and quality educational environment. Thus, this research has succeeded in filling the gap in the literature related to stakeholder empowerment in the realm of Islamic education, as well as opening up opportunities for further research on the development of more inclusive public relations management, based on collaboration between stakeholders. Through this perspective, it is hoped that a more holistic and responsive public relations management model can be created to the dynamics of future educational needs.

CONCLUSION

This research discusses stakeholder empowerment in Islamic education management at MI Mambaul Ulum Tulupari, focusing on the role of parents, teachers, and the community in creating an educational environment based on Islamic principles. The findings show that the active involvement of these three parties is very important in improving the quality of education, both in the academic aspect and in the practice of Islamic values. Collaboration between parents, teachers, and the community not only supports academic achievement, but also shapes students' character in accordance with Islamic values. This research emphasizes the importance of continuous communication and active participation of all stakeholders to create an inclusive and sustainable educational environment. The implications of these findings contribute to the management of Islamic education in general and open up space for further research on more effective ways to increase stakeholder engagement. Better collaboration can create more holistic educational practices and in accordance with Islamic values.

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