

# A Community-based qur'anic education park development model to increase participation and learning quality

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## ABSTRACT

The main objective of the study was to implement a community-based Qur'anic Education Center management model to improve community involvement and the quality of Qur'anic learning. This is based on the argument that the sustainability and effectiveness of non-formal education, such as the Qur'anic Education Park, is highly dependent on the support and active involvement of the surrounding community. This research uses a qualitative method with a case study approach to analyze the management of a community-based Qur'anic Education Park at the Sritanjung Qur'anic Education Park in Rogojampi Banyuwangi. Data were collected through participatory observation, in-depth interviews with managers, community leaders, and santri guardians, and documentation studies. Data analysis was carried out using interactive analysis techniques, including data reduction, data presentation, and conclusion drawing. Data validity was strengthened through triangulation of sources and methods. This study aims to provide a comprehensive picture as well as recommendations for strategies to improve participation and quality of learning in community-based Qur'anic Education Centers. The results of this study indicate that community participation in the management of the Sritanjung Rogojampi Qur'anic Education Park is still passive, focusing more on material support than strategic involvement. This is due to the lack of awareness and socialization of the management of the Al-Qur'an Education Park. In addition, the competence of educators is still an obstacle because the majority teach voluntarily without adequate training, so learning methods are less innovative. The lack of collaboration with external parties such as mosques, NGOs and the government also hinders the development of the Qur'anic Education Park. Therefore, it is necessary to increase community involvement, training for educators, and strengthening cooperation networks to increase the effectiveness and sustainability of religious education for students.

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## 1. INTRODUCTION

In Banyuwangi, especially in the Rogojampi area, the existence of a Qur'anic Education Park is an integral part in the formation of children's religious character. However, social reality shows that not all Qur'anic Education Parks have an optimal management system (Kosim et al., 2023; Mukhibat et al., 2024; Huzali et al., 2024). One of the main challenges is the lack of active community involvement in supporting the sustainability of this non-formal religious education (Mukhibat et al., 2024). Economic, social factors, as well as the lack of synergy between the Qur'anic Education Park managers and local residents often hinder the development of these institutions (Hirpa, 2021).

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The community-based Qur'anic Education Park development model comes as a solution by emphasizing the importance of collective participation in improving the quality of learning. By involving the community, both in aspects of funding, local needs-based curriculum, and the involvement of teaching staff from the surrounding environment, the Sritanjung Rogojampi Al-Qur'an Education Park can develop independently and sustainably (Masuwai et al., 2024; Juhaidi et al., 2025; Prabowo et al., 2025). In addition, this approach also strengthens the sense of belonging among residents, so they are more encouraged to actively support this education program (Gazaway et al., 2024). Furthermore, the community approach to Qur'anic Education Park management also reflects a social reality where the values of gotong royong and religiosity are still the cornerstones of rural communities (Mugo et al., 2024; Prabowo et al., 2024). Thus, this model not only increases participation, but also improves the quality of Qur'anic education through a more contextualized and local needs-based approach (Riyadi et al., 2022).

Research on the development of community-based Qur'anic Education Centers has been conducted in various contexts, especially in an effort to increase participation and quality of learning. One of the relevant studies conducted by Ryan et al., (2020) shows that community involvement in funding, management, and curriculum development based on local needs can increase the effectiveness of learning in the Qur'anic Education Park. This model allows the surrounding community to play an active role in supporting the sustainability of the Al-Qur'an Education Park, both in financial aspects and teaching staff. In addition, research by Widodo et al., (2020) in their study found that a community-based approach can strengthen a sense of belonging and shared responsibility in religious education. This study highlights the importance of building partnerships between Qur'anic Education Park managers, community leaders and santri guardians to create an education system that is more adaptive to the social and cultural needs of the local community.

Another study by Mountain et al., (2020) emphasized that community involvement in the planning, implementation and evaluation of Taman Pendidikan Al-Qur'an education programs can improve the quality of teaching. The study highlights that community-based approaches not only increase participation, but also create innovations in learning methods, such as the use of locally-based digital media to increase the appeal of Qur'anic learning for children. The three studies above show that the community-based Qur'anic Education Park development model has great potential in increasing participation and learning quality. This is in line with the concept promoted in the development of the Sritanjung Qur'anic Education Park Rogojampi Banyuwangi, where synergy between the community, Qur'anic Education Park managers, and local stakeholders is key in creating higher quality and sustainable Qur'anic education.

The novelty of this research lies in a more comprehensive and contextual approach in developing a community-based Qur'anic Education Park. In contrast to previous studies that emphasize aspects of community participation in general, this study presents a model of Qur'anic Education Park management based on the specific needs of the local community by considering the social, cultural and economic factors of the local community. In addition, another novelty of this research is the integration of participatory and innovative approaches in improving the quality of learning in the Qur'anic Education Park. Not only involving the community in the aspects of funding and teaching staff, but also developing synergy programs between the Qur'anic Education Park and various elements of the community, such as social institutions, religious organizations, and youth groups to expand the scope and effectiveness of learning (Palma et al., 2025).

This research highlights the use of locally-based technology in increasing the attractiveness and effectiveness of Qur'anic learning, something that is still rarely applied in community-based Qur'anic Education Centers. As such, this research not only adds insight into the importance of community involvement in faith-based non-formal education, but also offers a new model that is more adaptive, sustainable and replicable in various Qur'anic Education Centers with similar community characteristics.

The main objective of the study was to implement a community-based Qur'anic Education Center management model to improve community involvement and the quality of Qur'anic learning. This is based on the argument that the sustainability and effectiveness of non-formal education, such as Qur'anic Education Centers, is highly dependent on the support and active involvement of the surrounding community. In many cases, Qur'anic Education Centers face challenges in management, teaching resources and learning innovation. Therefore, the community-based model is a solution that allows the community not only as beneficiaries, but also as the main subject in the management of the Qur'anic Education Park. With collaboration between managers, community leaders, santri guardians, and other stakeholders, community participation can increase, which in turn will have an impact on improving the quality of teaching and the sustainability of the Qur'anic Education Park in the long term.

## 2. METHOD

This research uses a qualitative method with a case study approach. This approach was chosen to gain an in-depth understanding of the management pattern of the community-based Qur'anic Education Park and how community involvement can contribute to increasing participation and the quality of Qur'anic learning (Mulyana et al., 2024; Nartin et al., 2024).

The object of this research is Sritanjung Qur'anic Education Park Rogojampi Banyuwangi, which was chosen based on its characteristics as a religious-based non-formal education institution that involves the community in its management. Data in this study were collected through various techniques, including participatory observation, in-depth interviews, and documentation (Abdussamad & Sik, 2021). Observation was conducted to directly observe how the Qur'anic Education Park is managed as well as the interaction between managers, teaching staff, students, and the surrounding community. In-depth interviews were conducted with the management of the Al-Qur'an Education Park, community leaders, santri guardians, and related stakeholders to explore the understanding of the role of the community in the development of the Al-Qur'an Education Park. Meanwhile, documentation was used to collect secondary data from archives, activity reports, and policies implemented at the Sritanjung Al-Qur'an Education Park (Sari et al., 2022).

Data analysis was carried out using interactive analysis techniques, in which the data that has been collected is classified on the development model of the community-based Qur'anic Education Park. This analysis process includes data reduction, data presentation, and conclusion drawing. Data validity is strengthened through triangulation of sources and methods, namely comparing the results of observations, interviews, and documentation to ensure the validity of the information obtained. With this approach, the research is expected to provide a comprehensive picture of the effectiveness of the community-based Qur'anic Education Park development model as well as recommendations for strategies that can be applied in an effort to increase participation and quality of learning in other Qur'anic Education Parks (Kusumastuti & Khoiron, 2019; Roosinda et al., 2021).

## 3. RESULTS AND DISCUSSION

### 3.1 Community Participation in the Management of Al-Qur'an Education Park is Still Passive

Community participation is an important factor in the sustainability and development of the Qur'anic Education Park as a non-formal religious education institution. However, this study found that community involvement in the management of the Sritanjung Rogojampi Qur'anic Education Park still tends to be passive. The dominant forms of contribution are financial assistance, provision of facilities, and occasional involvement in ceremonial activities. Meanwhile, more in-depth aspects, such as program planning, curriculum evaluation, and academic management, have not received serious attention from the surrounding community.

This limitation can be caused by several factors, such as the lack of awareness of the importance of an active role in the management of the Al-Qur'an Education Park, the lack of socialization from the management of the Al-Qur'an Education Park to the community, and the assumption that the management responsibility only lies with the management and teaching staff. In fact, if the community is more active in supporting the management of the Al-Qur'an Education Park, both in preparing learning programs, providing teaching staff, and evaluating the quality of learning, the quality of education in the Al-Qur'an Education Park can increase significantly. To strengthen this finding, an interview was conducted with one of the managers of the Sritanjung Qur'anic Education Park, Ustaz Ahmad, who has long served in the Qur'anic Education Park. In the interview, he said:

*"So far, the community has been quite concerned about the Qur'anic Education Park, but mostly it is limited to making donations or building facilities. When we hold deliberations regarding curriculum or learning improvement strategies, only a few attend and provide input. We really hope that the community can be more active in planning and evaluation so that the Qur'anic Education Park can grow."*

From this interview, it can be concluded that although community support for the Qur'anic Education Park already exists, their participation in the strategic aspects of management is still minimal. Therefore, a more systematic strategy is needed, such as involving santri guardians in regular discussion forums, increasing awareness of an active role in the management of the Qur'anic Education Park, and forming a support community whose task is to help improve the quality of learning.

Community participation in the management of the Qur'anic Education Park is a key factor in improving the quality of non-formal religious education. However, this study shows that community involvement in the Sritanjung Rogojampi Qur'anic Education Park is still passive, with the main contribution being financial assistance and facilities. Meanwhile, more strategic aspects, such as program planning, curriculum evaluation, and academic management, have not received optimal attention. To understand more clearly how the form of community participation in the management of the Qur'anic Education Park, the following indicators are presented that describe the level of community involvement in various aspects of the management of the Qur'anic Education Park:

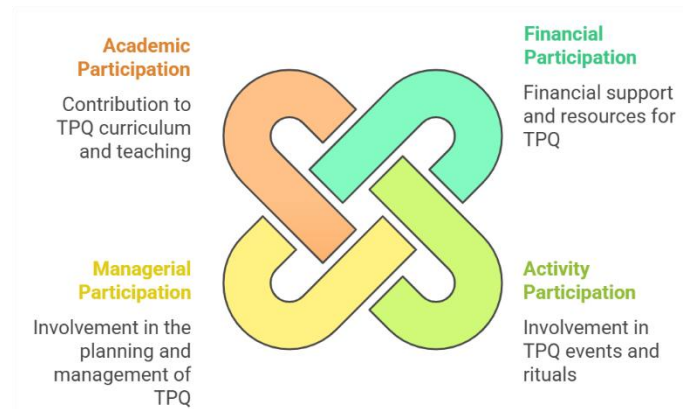


Figure 1. Indicators of Community Participation in the Management of Al-Qur'an Education Park

Based on the indicators that have been compiled, community participation in the management of the Sritanjung Rogojampi Qur'anic Education Park is still dominant in financial aspects and ceremonial attendance. Involvement in strategic aspects, such as planning, curriculum evaluation and academic management, is still minimal. This suggests the need for increased awareness and more systematic strategies to optimize community involvement. By strengthening active participation, Qur'anic Education Parks can develop better, both in terms of learning quality and more sustainable institutional management.

The findings show that although the community around the Sritanjung Rogojampi Al-Qur'an Education Park has provided material support, their involvement in the management aspect is still passive. This phenomenon can be analyzed more deeply through the perspective of the theory of community participation put forward by Kalra, (2020) in the Ladder of Citizen Participation. According to this theory, community participation has levels, ranging from mere information to full involvement in decision-making. Based on the findings of this research, the position of community participation is still at the tokenism stage, where their involvement is only symbolic without a significant role in planning and policy making.

A previous study conducted by Lloyd et al., (2024) on community-based management in religious education showed that the success of Qur'anic Education Centers is highly dependent on the active involvement of the community, not only in funding, but also in managerial and academic aspects. The study confirms that Qur'anic Education Centers that actively involve the community in program management and planning experience more significant quality improvements compared to Qur'anic Education Centers that only rely on internal board initiatives.

Thus, these findings strengthen the argument that increasing community awareness and active involvement strategies in the management of the Qur'anic Education Park are needed. One solution is to form a community forum for the Qur'anic Education Park, which functions as a forum for collaboration between managers, santri guardians, and community leaders in supporting curriculum development, learning evaluation, and improving the competence of educators.

### 3.2 Lack of Competence of Educators in Al-Qur'an Education Park

The success of a Qur'anic Education Park in building a generation that is able to read and understand the Qur'an well depends on the quality of its educators. However, one of the important findings in this study is the lack of competence of educators at the Sritanjung Rogojampi Al-Qur'an Education Park, especially in the application of innovative and effective learning methods. The majority of ustadz and ustadzah at the Taman Pendidikan Al-Qur'an are volunteers with diverse educational backgrounds, and only a few have specialized training in pedagogy or Al-Qur'an teaching techniques. This causes the learning methods in the Taman Pendidikan Al-Qur'an to still tend to be traditional, such as relying on memorization and repeated recitation without a more interactive approach.

This lack of innovation in teaching methods has an impact on the low motivation of santri in learning. Children who have different learning styles often have difficulty in understanding the material due to the lack of variation in delivery. In addition, the limited competence of educators also causes a lack of differentiation of learning according to the age and ability of the students. In this modern era, where technology can be used as a tool in learning, there are still many Qur'anic Education Center teachers who do not have the skills to integrate digital media or activity-based learning strategies. In an interview with Ustazah Siti, one of the educators at the Sritanjung Al-Qur'an Education Park, she revealed:

*"We teach based on our experience and the methods taught by our past teachers. We want to give our best to the children, but we realize that our methods are still limited. We rarely get training a community-based qur'anic education park development model to increase participation and ... (Mahrus Ali)*

*on how to teach more interestingly and effectively. If we have the opportunity, we really want to learn more so that we can improve the quality of learning in this Qur'anic Education Park."*

This statement shows that educators in the Qur'anic Education Center are eager to develop, but still face limited access to professional training and guidance. Therefore, one solution that can be implemented is the implementation of periodic training for ustadz and ustadzah, both through in-person workshops and online training, so that they can improve their teaching skills. In addition, collaboration with educational communities or religious institutions that have experience in developing curriculum based on active and innovative methods can also be a strategic step to improve the quality of learning in the Qur'anic Education Center.

The findings regarding the lack of competence of educators at the Sritanjung Rogojampi Qur'anic Education Center reflect a common challenge in faith-based non-formal education, where teaching staff often work voluntarily without adequate training support. If examined more deeply, this problem can be explained through the theory of critical pedagogy from McLaren, (2023), which emphasizes that the educational process must be dialogical, interactive, and build critical awareness of learners. However, in the context of the Qur'anic Education Park, teaching methods are still dominated by traditional approaches that tend to be one-way, thus providing less space for students to think critically and understand the Qur'an more deeply.

The study conducted by Seraji & olsadat Musavi, (2023) on innovations in Qur'anic learning in the Qur'anic Education Park shows that the use of interactive methods, such as the tilawati method, talaqqi musyafahah, and the use of digital media, can increase the effectiveness of learning and the motivation of students. The results of this study indicate that training for educators is a key factor in improving the quality of education in Qur'anic Education Centers. Unfortunately, limited access to training is a major obstacle for ustadz and ustadzah in adopting new approaches that are more relevant to the needs of students today.

Therefore, strategies to improve the competence of teaching staff should be a priority in the development of community-based Qur'anic Education Centers. Through regular training, mentoring by Islamic education institutions, and collaboration with universities or educational organizations, Taman Pendidikan Al-Qur'an can increase the capacity of its teaching staff so that they are able to apply more innovative and effective learning methods.

### 3.3 Underutilized Collaboration Opportunities

Taman Pendidikan Al-Qur'an has great potential to grow if it is able to establish strategic collaborations with various parties, such as mosques, non-governmental organizations (NGOs), and local governments. This collaboration can support the Qur'anic Education Center in various aspects, from improving the competence of educators, procuring facilities and infrastructure, to developing more innovative learning methods. Unfortunately, this study found that the potential for collaboration has not been optimally utilized by the Sritanjung Rogojampi Qur'anic Education Park.

Most Qur'anic Education Centers still run activities independently without any active involvement from external parties. The assistance received tends to be sporadic and poorly planned, so the impact is not sustainable. The lack of communication between Taman Pendidikan Al-Qur'an and potential partners is one of the main causes of the lack of effective cooperation. In addition, the lack of initiative from Qur'anic Education Center managers in building networks also exacerbates this situation. In fact, with good collaboration, the Qur'anic Education Center can gain greater benefits in supporting the improvement of learning quality. To strengthen this finding, an interview was conducted with Ustadz Zainuddin, one of the administrators of the Sritanjung Qur'anic Education Park, who revealed:

*"We often hear that there are assistance programs for Qur'anic Education Parks from various institutions, but we don't know how to access them. We once received teaching aids from a da'wah organization, but after that there was no follow-up. We hope there is a clearer mechanism and better communication so that we can establish sustainable cooperation."*

From these interviews, it appears that although there are opportunities for cooperation, limited access to information and communication is a major obstacle in optimizing collaboration. Therefore, Taman Pendidikan Al-Qur'an needs to be more proactive in building relationships with various parties, both through communication forums between Taman Pendidikan Al-Qur'an, pick-up initiatives in seeking cooperation opportunities, and utilizing digital technology to expand the partnership network. With a more systematic strategy, Taman Pendidikan Al-Qur'an can strengthen its role as an empowered and sustainable religious education institution.

Collaboration with various external parties is one of the important strategies in developing a Qur'anic Education Park to be more empowered and sustainable. Qur'anic Education Parks that are able to collaborate with mosques, non-governmental organizations (NGOs), local governments, and other educational communities will have a greater opportunity to improve the quality of learning, improve facilities, and develop more innovative teaching methods.

However, this research shows that these collaboration opportunities have not been maximally utilized by the Sritanjung Rogojampi Qur'anic Education Park. Assistance received is still incidental without long-term

planning, communication with potential partners has not been optimal, and initiatives in building networks are still limited. In addition, the use of digital technology in finding and managing partnerships has not been a priority. In order to better understand the factors that have led to this lack of optimization of collaboration, here is a picture of the indicators of collaboration opportunities that have not been maximized, which shows the main points of the findings of this research;



Figure 2. Factors Hindering Collaboration Opportunities

From the indicators that have been compiled, it can be seen that the collaboration of the Qur'anic Education Park with external parties is still not optimal due to limited communication, initiative and access to aid information. The assistance received is still sporadic, without long-term planning, so it does not have a significant impact on the development of the Al-Qur'an Education Park. To overcome this, the Qur'anic Education Park needs to be more active in building networks with various parties, improving strategic communication, and utilizing digital technology to expand access to partnerships. Thus, the Qur'anic Education Park can obtain more systematic and sustainable support in improving the quality of education.

The finding that the Qur'anic Education Center has not optimized its collaboration with various parties reflects the challenges in the management of social networks and educational resources in non-formal education settings. In the perspective of social capital theory from (Swanson et al., 2020), the success of an institution in building relationships with external parties depends on trust, norms and existing social networks. Sritanjung Rogojampi Qur'anic Education Park still experiences limitations in building this network, so that partnership opportunities that can actually be accessed are not optimally utilized.

Previous research by Aris et al., (2023) showed that Taman Pendidikan Al-Qur'an that successfully collaborated with the government and social organizations tended to have more sustainable programs, as they received support in the form of funding, training of educators, and improvement of educational infrastructure. Unfortunately, the study also revealed that many Qur'anic Education Centers face similar obstacles to Sritanjung Qur'anic Education Center, namely a lack of communication and initiative in building networks.

Therefore, for collaboration opportunities to be maximized, a more structured strategy is needed, such as establishing a communication forum between Qur'anic Education Parks, developing systematic cooperation proposals, and utilizing digital technology in expanding partnership networks. With this more strategic approach, Taman Pendidikan Al-Qur'an can not only gain short-term benefits, but also create sustainable cooperation to improve the quality of education and the welfare of educators.

#### 4. CONCLUSION

The conclusion of this study shows that community participation in the management of the Sritanjung Rogojampi Al-Qur'an Education Park is still passive, with more dominant involvement in material aspects, such as donations and provision of facilities, compared to strategic aspects, such as program planning and evaluation. This lack of active involvement is due to a lack of community awareness and a lack of socialization from the Qur'anic Education Park management. In addition, the competence of the teaching staff at the Taman Pendidikan Al-Qur'an is also still a major obstacle, as most ustadz and ustadzah teach voluntarily without adequate training, so the learning methods used are still traditional and less innovative. This factor contributes to the low motivation of students and the effectiveness of learning. Furthermore, the potential for collaboration with various parties, such as mosques, NGOs and local government, has not been optimally utilized due to a lack of access to information and initiative on the part of the Qur'anic Education Center. Based on these findings, a strategy to increase community participation, improve the competence of educators through training, and strengthen cooperation networks with external parties is needed so that the Qur'anic Education Park can develop more sustainably and improve the quality of religious education for students.

<sup>\*</sup> a community-based qur'anic education park development model to increase participation and ... (Mahrus Ali)

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