

## Implementation of Islamic Education Management Values in Community Service in Remote Areas of Maluku

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### Abstract:

This research analyses the implementation of Islamic education management values in community service by lecturers and students of the Islamic Education Management Department in Maluku. Using qualitative methods, such as observation and interviews, it explores the application of leadership, social care, and professionalism in social service activities and the distribution of the Al-Qur'an.

The research results show that this activity positively impacts increasing religious education and social awareness. Lecturers and students provide material assistance and gain direct experience implementing Islamic education management. These findings confirm that Islamic education-based service programs have great potential to be expanded and maintained to provide wider benefits.

**Keywords:** Islamic education management, service, leadership, social awareness.

### Introduction:

Community service is the application of knowledge learned at Indonesian universities, including IAIN Ambon. It aims to provide broad benefits to society. Every community service activity should aim at activities whose results and influence can be directly felt by the community (Firdiyanti & Bariroh, 2019; Ulandari, 2014; Umar, 2019; Zarkashi et al., 2021). The community service program is one of the superior initiatives or programs for students majoring in Islamic Education Management at the IAIN Ambon Science and Teacher Training faculty as a step to contribute to the community in the specified village.

The Department of Islamic Education Management, IAIN Ambon, plays a vital role in improving the quality of Islamic-based education, especially in remote areas that still face various obstacles. In Indonesia, remote areas such as Maluku often face difficulties accessing good education regarding facilities, teaching staff, and other resources (Noya et al., 2021; Sugi, 2023). Therefore, the presence of lecturers and students is instrumental in supporting the equitable distribution of Islamic education through various community service programs.

One concrete action in implementing Islamic education management values through service is social and religious activities by lecturers and

students of the Islamic Education Management Department. These activities strengthen Islamic education in remote areas by highlighting social, spiritual, and managerial aspects (Loka & Ichsan, 2022; Mu'ammam et al., 2020; Shalihah et al., 2023; Sujani, 2022). In these activities, students apply the theory they learn in class and experience firsthand the educational and living conditions of communities in remote areas (Adi et al., 2021; Qodriyah et al., 2021; Widat et al., 2021).

Implementing social and religious activities in Maluku is a fundamental step in increasing social awareness and concern for people who still need support in educational and religious aspects (Abd Rahman et al., 2024). In isolated areas, access to Islamic education is often minimal in terms of teachers and adequate infrastructure. Moreover, the lack of religious formation in some areas can result in a low public understanding of Islamic values. Thus, the role of students in creating change through service is crucial to overcoming the gaps in the Islamic education system in remote areas.

The social and religious activities carried out by students aim to provide material support and increase public awareness regarding the importance of better education and religious life. In this initiative, students provide education, assistance, and training in Islamic education management to educators and the surrounding community. Through this approach, the community can be more independent in organising Islamic education.

This activity also allows students to develop Islamic education programs' leadership, communication, and management skills (Asmanidar et al., 2024; Hakim, 2022; Husna et al., 2022; Ramdani et al., 2023). The application of Islamic education management values in this program is visible in how students manage projects with a structured approach, starting from the planning, implementation, and evaluation stages. Effective management in community service influences the efficiency of activities and reflects how an educational program can operate sustainably in the community.

In remote areas such as Maluku, the main challenge in implementing Islamic education management is the lack of teaching staff competent in Islamic education management. Many schools still lack teachers who deeply understand Islamic education management. Limited teaching resources and educational facilities are also a serious problem. Therefore, the presence of students in service activities is one solution to providing education and knowledge to the community and local educational institutions.

Values are instilled in every activity element through social and religious service activities by Islamic education management students at IAIN Ambon. These values include leadership in Islamic education, social care, strengthening Islamic character, and professionalism in education management. This program aims to significantly improve the quality of Islamic education in remote areas and shape the community's mindset to make them more aware of the importance of good education management (Agus Santoso et al., 2020; Pangesti et al., 2022; Syarifah, 2018)

Apart from benefiting society, this initiative also positively impacts the students who take part. They gain experience applying Islamic education management theory and learn how to deal with social realities in areas given little attention by the government. This experience is a valuable asset for students as it helps them hone their leadership skills and increases their sense of empathy and social responsibility. Thus, this service activity is a learning forum for students to prepare themselves to become prospective educators and managers of professional Islamic education (Danusiri, 2019; Iwan Setiawan et al., 2023; Wantu et al., 2023).

Overall, the study of social and religious services carried out by lecturers and students of the Islamic Education Management Department in the remote area of Maluku shows that Islamic education management's values play a crucial role in the sustainability of Islamic education. With a good management approach, this activity can provide broader and more sustainable results for local communities. Therefore, further support is needed

from educational institutions and the government to continue to support service activities based on Islamic education management values so that the benefits can reach more communities in other isolated areas.

### **Research Methods:**

Based on the background above, this research uses qualitative research methods. This approach focuses on understanding the perspectives of residents and organisations regarding the influence and function of these activities in their daily lives (Mohajan, 2018; Onwuegbuzie et al., 2012; Welch & Patton, 1992). This aims to carry out an in-depth analysis of how the Management of Islamic Education values are implemented in service activities in remote areas of Maluku, specifically in Bemo Village.

The research method will be carried out through participatory observation, in which researchers will be directly involved in service activities scheduled by students majoring in Islamic Education Management, both from a social and religious perspective (Aas, 2021; Nasih et al., 2020). This process aims to collect more detailed and contextual data about interactions between activity participants and the Bemo Village community who play a role. In addition, in-depth interviews will be conducted with individuals involved, such as Islamic Education Management student organisation members, religious leaders, and the surrounding community. This interview aims to deepen their understanding of the values promoted by the Islamic Education Management Department students in every activity they carry out.

Documentation, including photos, videos, field notes, and interview recordings, will be used to record all relevant findings. Next, data analysis will be carried out by organising the information collected, identifying the emerging main themes, and interpreting the meaning behind the phenomena.

### **Results and Discussion:**

This service involved 21 students and 9 Islamic education management department lecturers who

participated in the ongoing activities from 22 to 28 January 2025. This activity was carried out in three stages: planning, implementation, and monitoring and evaluation. Several programs are carried out in this service activity, including social service and distribution of Al-Quran at each Al-Quran recitation park. Islamic education management values are embedded in every element of activity. These values include leadership in Islamic education, social care, strengthening Islamic character, and professionalism in education management.

#### **1. Islamic educational leadership:**

The value of leadership in Islamic education is reflected in the activities carried out by students of the Islamic Education Management Department in the form of social service and distribution of the Al-Qur'an by education management students. This is one of the work programs implemented directly in the Bemo administrative village. Leadership in this context includes organising and directing programs and emphasising exemplary attitudes, responsibility, and sincerity (Fadila, 2019; Malla et al., 2020; Triansyah et al., 2023).

The lecturers and students involved showed how Islamic leadership values, such as trust and fairness, were the basis for every step of the activity. They act as leaders who manage resources, distribute aid evenly, and become role models for children in place to learn the Quran (Taman Pengajian Quran/TPQ) and the surrounding community, such as kindness, empathy, and social care. Their leadership can also be seen in their efforts to build collaboration with various parties to ensure that aid is distributed well and provides maximum benefits (Alshehri & Alkhelewi, 2019; Aprilia & Munifah, 2022; Rizaldy & Hidayatullah, 2021; Shomad, 2021).

In Islamic education management, leaders are also expected to inspire and develop their community. Lecturers and students majoring in Islamic education management provide education and motivation to TPQ children to continue learning and developing themselves. Thus, this activity

strengthens Islamic leadership values in society (Alshehri & Alkhelewi, 2019; Rizaldy & Hidayatullah, 2021; Shomad, 2021).

## 2. Social concern:

### a) social service:

Social service is an activity by students majoring in Islamic Education Management to show their concern for the surrounding community. The main aim of this activity is to strengthen bonds of togetherness with residents and increase their sense of solidarity. This event took place in two central locations: the Mosque and the Bemo Village Meeting Hall.

This social service initiative carried out by students aims to support and strengthen the solidarity of the Bemo Village community. By being directly involved in this social activity, they hope to contribute positively to the social development of the surrounding community (Opstoel et al., 2020; Scott, 2024).

Through this social service activity, the people of Bemo Village receive material and non-material benefits. This activity strengthens social relations between residents and fosters a spirit of cooperation and a deep concern for others. As (Nurkhotijah et al., 2024) state, this social service includes various activities, including helping workers clean the mosque environment, repairing damaged walls, lifting rubbish, and sweeping and mopping the surrounding area. Activities like this contribute to other people's welfare and strengthen the sense of togetherness and solidarity among Bemo Village residents.

The high enthusiasm of Bemo Village residents in participating in this social service activity is understandable, considering that they realise that this kind of activity can potentially improve the quality of life of many people. Fauzzia et al. (2018) and other researchers emphasised that citizens' active participation in social services reflects their understanding of the importance of positively impacting people's lives (Fauzzia et al., 2018; Sa'adah et al., 2021; Usamah et al., 2023). Therefore, the social service in Bemo Village is a

real example of community care and a symbol of unity that other villages can follow in the area.

**Figure 1: Social service activities**



Lecturers and students of the Islamic Education Management Department show a level of concern that goes beyond providing material assistance. They not only donate goods or money but are also directly involved in the community to understand the needs and challenges faced by residents in depth. This approach reflects a more profound principle: physical and emotional presence to share the burden with the surrounding community.

Their concern is increasingly reflected in efforts to ensure that every aid distributed, such as the Al-Qur'an, can be used optimally to support religious education in the village. This shows that they are not only giving symbolically but are trying to ensure that this assistance has a real impact, especially in advancing religious education. As explained by Nurkhotijah et al. (2024), this activity not only assists but also pays attention to the effective use of this assistance to improve the quality of education (Nurkhotijah et al., 2024).

Students are also actively involved in the aid distribution with a complete sense of responsibility and sincerity. This reflects the values of Islamic education they learn, which teaches the importance of providing assistance with sincere intentions and paying attention to concrete community needs. Their involvement is not only limited to material aspects but also involves direct interaction with



TPQ children and the local community, which shows empathy and commitment to improving the quality of education and social life in remote areas.

Apart from the benefits felt by the Bemo Village community, this activity also provides valuable experience for students. They gain a deeper understanding of the role of society in Islamic education, which focuses not only on theory but also on practical application in everyday life. Fauzzia et al. (2018) added that this direct involvement enriches students' experiences, strengthens their character, and forms a social spirit that is more sensitive to the needs of society (Fauzzia et al., 2018). This also helps prepare them as potential leaders who have a strong social vision for the future. This activity teaches them the importance of social contribution and integrating Islamic values into community life.

#### **b) Distribution of Al-Qur'an Waqaf in each TPQ of Bemo Village:**

Distributing the Al-Qur'an is one of the initiatives carried out by students of the Islamic Education Management Department as a form of genuine assistance to the community. This program aims to overcome various problems faced by TPQ in Bemo Village, both internal and external. By understanding the existing challenges, students are expected to be able to provide more appropriate solutions to improve the quality of religious education in the village.

As students, we are invited to be more aware of the importance of the presence of the Al-Qur'an in everyday life. Not only as reading but also as a life guide that must be applied in every aspect of life. As explained by Kohar et al. (2025), students are expected to be able to overcome the feeling of laziness that often arises in reading and studying the Al-Qur'an. One way to deal with this is to increase internal motivation and ensure adequate availability of the Al-Qur'an in the surrounding environment, especially in TPQ and Islamic boarding schools in Bemo Village.

The main objective of this Al-Qur'an distribution program is to increase Al-Qur'an literacy in Islamic

boarding schools and TPQ in Bemo Village. By targeting the distribution of the Al-Qur'an, it is hoped that children and residents can more easily access this holy book and increase their understanding of Islamic teachings. This program also aims to help reduce problems at TPQ, such as a lack of learning facilities or teaching materials (Nur & Aryani, 2022; Nurochmah et al., 2022; Retnasari et al., 2019)

Through this activity, students provide material assistance in the form of the Al-Qur'an and play an active role in overcoming various problems TPQ faces, strengthening Al-Qur'an literacy, and supporting efforts to improve the quality of religious education in Bemo Village. As potential leaders in the future, this activity also allows students to hone their social awareness and strengthen the values of Islamic education they learned in college.

A Place to Learn Al-Quran (Taman Pengajian Quran/TPQ) is a non-formal educational institution that mainly focuses on teaching religious aspects, especially regarding reading and understanding the Al-Qur'an. As the name suggests, TPQ aims to teach children how to read the Al-Qur'an from an early age. Rajab (2024) and other authors stated that TPQ functions as a place to teach Al-Qur'an reading and as a means to introduce religious values from an early age. Apart from that, TPQ also plays an important role in preserving Islamic teachings among the younger generation, keeping the tradition of reading the Al-Qur'an alive in everyday life (Afuwah, 2024; Dwiyooga Yunyanto et al., 2021; Rajab & Sugi, 2024)

TPQ has a broader goal than just teaching Al-Qur'an reading skills. As explained by Puspitasari (2022), other authors state that the primary function of TPQ is to transfer Islamic religious knowledge and preserve Islamic traditions among children. Thus, TPQ is a place to learn to read the Al-Qur'an and plays a role in forming character and a deeper understanding of religion. This makes TPQ a fundamental institution in supporting religious education outside formal schools, especially for children who want to study Islam more intensively (Puspitasari et al., 2022; Sulistiyorini & Nurfalalah, 2019).

Apart from TPQ, Islamic boarding schools are also educational institutions well known for their substantial spread of Islamic teachings in Indonesia. Islamic boarding schools have become an inseparable part of the life of the Muslim community in Indonesia. As explained by Sulaiman (2022) and other authors, Islamic boarding schools have a symbiotic role with Islamic religious teachings because Islamic boarding schools not only teach general religious knowledge but also introduce various deeper branches of Islamic knowledge, such as the Al-Qur'an, Hadith, Fiqh, and Tauhid. The role of Islamic boarding schools is vital in maintaining the quality of Islamic religious teachings, as well as ensuring that understanding of the Al-Qur'an is conveyed correctly and by valid teachings (Huang et al., 2022; Sulaiman et al., 2022; Wang et al., 2023).

For this reason, adequate facilities, including the availability of the Al-Qur'an, are essential for Islamic boarding schools to carry out their role well. Implementing the Al-Qur'an distribution program in Islamic boarding schools provides very positive benefits. This program is not only beneficial for teachers but also for students who gain easier access to learning and understanding the Al-Qur'an. With adequate facilities, Islamic boarding schools can be more optimal in carrying out the function of Islamic religious education and guaranteeing the quality of teaching by correct teaching principles.

### Figure 2: Distribution of the Al-Quran to TPQ



Al-Qur'an distribution in six Al-Qur'an Education Parks (TPQ) in Bemo Village is an important effort to support religious education for local children. Each TPQ receives several Al-Qur'ans tailored to the needs and number of students they train. This distribution process involves coordination between the village, donors, and TPQ administrators to ensure that every student has adequate access to the holy book. With this distribution, it is hoped that the students will be more enthusiastic about learning to read and understand the Kora so that Islamic values can be firmly embedded in their daily lives (Nur & Aryani, 2022; Retnasari et al., 2019; Ritonga et al., 2022)

### c) Character Strengthening:

Strengthening the Islamic character of students majoring in Islamic Education Management can be realised through various social and religious activities, including the distribution of social assistance and the distribution of the Al-Qur'an at TPQ Bemo Village, Maluku. Community Service activities like this allow students to implement the Islamic values they learned in college (Trinova et al., 2020).

Through planning, coordinating, and implementing programs, students demonstrate leadership values in social service activities and by distributing the Al-Qur'an. They learn to become responsible, trustworthy, and integrity-based leaders who help the community. The collaboration between students, lecturers, and the Bemo village community also reflects the spirit of cooperation, which is one of the important principles in Islamic Education Management (Nur & Aryani, 2022; Soviyah & Fatimah, 2022)

This activity also strengthens student spirituality. By directly distributing the Qur'an, students give TPQ children access to Qur'anic literacy and strengthen their relationship with the Holy Book. They also realise the importance of spreading Islamic values and supporting religious education in remote areas (Rajab & Sugi, 2024; Soviyah & Fatimah, 2022).

This experience shapes lecturers' and students' character to be more caring, empathetic, and sincere in their contributions to the people. Thus, service activities benefit the Bemo village community and become a practical learning tool for students to develop a strong Islamic character and implement the values of Islamic Education Management in real terms.

#### **d) Professionalism in education management:**

Community Service Activities by lecturers and students in Bemo Village, Maluku, reflect professionalism in education management, especially in distributing social assistance and the Al-Qur'an at each TPQ. Professionalism in educational management can be seen in how lecturers and students organise and implement this program by prioritising good management values, such as careful planning, effective coordination, and systematic evaluation of each activity stage (Norwood et al., 2022; Nur & Aryani 2022; Sulaiman et al., 2022).

The distribution of social assistance and the Al-Qur'an are not only forms of social care but also part of efforts to improve the quality of religious education in the village. The distribution process shows good logistics and resource management, where each TPQ receives equal attention, ensuring that all Islamic educational institutions in the village receive equal benefits. This reflects the principles of justice and efficiency in education management (Rajab & Sugi, 2024; Retnasari et al., 2019)

Furthermore, lecturers' and students' involvement in this activity shows how their professionalism is built through direct experience in the field. They learn to manage the program administratively and develop solid leadership, communication, and teamwork skills. Islamic Education Management values such as leadership, collaboration, and spirituality are the foundation that directs them to carry out their duties with full responsibility and integrity.

This service activity also emphasises that professionalism in education management is not

only limited to academic aspects but also includes the ability to respond to real community needs. By distributing the Al-Quran to each TPQ, lecturers and students strengthen religious education from an early age and support the local community's spiritual development. The success of this program proves that applying sound educational management principles can have a significant positive impact, both on society and on the professional development of students as future educational managers.

#### **Conclusion:**

This research shows that the service activities carried out by lecturers and students of the Islamic Education Management Department in Bemo Administrative Village, Maluku, significantly impact the community's instillation of education management values in the participatory observation and in-depth interviews, it was found that this act these activities improved the quality of religious education but also strengthened leadership character, social awareness, and pro, professionalism in education management.

Social service activities and the distribution of the Al-Qur'an are two main elements that reflect the social care of lecturers and students. This activity strengthened relations between students and the community and increased awareness of the importance of social contributions in Islamic education. In addition, the presence of students and lecturers in this activity inspires the local community to be more active in improving the quality of religious education.

Apart from benefits for society, students also gain valuable experience that enriches their insight and increases their competence in Islamic education management. Leadership values, such as trust, responsibility, and example, are important to this process. This shows that a practical approach to Islamic education significantly shapes students' character as potential future leaders.

Overall, this service activity not only functions as a form of implementing theory in practice but also becomes a forum for lecturers and students to



apply the values of Islamic education directly in community life. Therefore, similar programs in the future need to continue to be developed with more innovative strategies and based on community needs so that their positive impact is even broader.

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