

PARTNERSHIP STRATEGY IN DEVELOPING EDUCATION QUALITY IN ISLAMIC BASED SCHOOLS

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ABSTRACT

This study was motivated by the importance of school partnerships with external parties as a strategy for improving the quality of education, particularly in Islamic schools that uphold the values of *ukhuwah* and cooperation. The objective is to describe the planning, implementation, and evaluation processes of partnerships aimed at supporting holistic educational quality improvement, encompassing academic, moral, and spiritual aspects. A descriptive qualitative approach was employed. Data were collected through interviews, observations, and documentation. Data analysis followed the Miles and Huberman model. The results of the study indicate that schools implement partnerships systematically: planning includes setting objectives, identifying programs, drafting cooperation agreements, and socialization; implementation involves various partners in the areas of health, safety, academics, and Islamic character building; evaluation is carried out through evaluation planning, monitoring obstacles, drafting recommendations, and preparing reports. However, documentation of evaluation results still needs to be improved. This study concludes that structured partnerships, aligned with the principles of mutual cooperation and Islamic values, and evaluated on a regular basis, can serve as an effective strategy to enhance the quality of Islamic education and are worthy of replication while considering local contexts.

KEYWORDS:

Quality of Education,
School Partnerships, Islamic
Education

ABSTRAK

Penelitian ini dilatarbelakangi oleh pentingnya kemitraan sekolah dengan pihak eksternal sebagai strategi peningkatan mutu pendidikan, khususnya di sekolah berbasis Islam yang menjunjung tinggi nilai-nilai *ukhuwah* dan kerja sama. Tujuannya adalah mendeskripsikan proses perencanaan, pelaksanaan, dan evaluasi kemitraan dalam rangka mendukung peningkatan mutu pendidikan yang holistik, mencakup aspek akademik, moral, dan spiritual. Pendekatan yang digunakan adalah kualitatif deskriptif. Data dikumpulkan melalui wawancara, observasi, dan dokumentasi. Analisis data mengacu pada model Miles dan Huberman. Hasil penelitian menunjukkan bahwa sekolah melaksanakan kemitraan secara sistematis: perencanaan mencakup penetapan tujuan, identifikasi program, penyusunan nota kerjasama, dan sosialisasi; pelaksanaan melibatkan berbagai mitra dalam aspek kesehatan, keamanan, akademik, dan pembentukan karakter Islami; evaluasi dilakukan melalui perencanaan evaluasi, pemantauan hambatan, penyusunan rekomendasi, dan pembuatan laporan. Meski begitu, dokumentasi hasil evaluasi masih perlu ditingkatkan. Penelitian ini menyimpulkan bahwa kemitraan yang terstruktur, sesuai dengan prinsip gotong royong dan nilai-nilai Islam, serta dievaluasi secara berkala, dapat menjadi strategi efektif dalam meningkatkan mutu pendidikan Islam dan layak direplikasi dengan mempertimbangkan konteks lokal.

KATA KUNCI:

Mutu Pendidikan, Kemitraan
sekolah, Pendidikan Islam

INTRODUCTION

Education is the main foundation in building a superior and civilized civilization. In an Islamic perspective, education does not only aim to transfer knowledge, but also to instill the values of divinity, noble character, and spiritual independence that reflect the mission of human creation as a caliph on earth (Hakim & Febrianty, 2022). Schools as one of the formal educational institutions have a great responsibility in realizing these goals. Therefore, school management strategies, including strengthening partnership networks, are an integral part of efforts to improve the quality of education (Afendi & Umar, 2022).

Partnerships in education today have become an inevitable necessity. Globalization, the complexity of learners' needs, and limited school resources demand collaboration between schools and various external parties (Hanif, 2023). This collaboration is not only administrative and technical, but also strategic and ideological in supporting the realization of holistic and quality education. Especially in Islamic education, collaboration with religious institutions such as pesantren and Islamic organizations can strengthen the character and faith of students (Hamdani, 2021).

According to Tushnet (1993), partnership is a form of formal cooperation between two or more parties, both individuals and groups, to achieve certain goals. In the context of education, Al Idrus (2017) emphasizes that partnerships are built on the basis of mutual need and mutual

agreement to increase the capacity of educational institutions. The Ministry of Education and Culture also emphasizes that the development of partnership programs is a strategic step in improving the competence of educators and education personnel (Tardian, 2019), as stated in the guidelines for developing partnership programs for the directorate of course and institutional development.

Reality shows that many schools have not been optimal in establishing partnerships in a systematic and structured manner. As a result, developing the quality of education services is often hampered by limited resources, both human, financial and social networks (Hamdani, 2021; Nasution, 2022). In this context, partnerships are not just a complement, but an important part of the school's managerial strategy in achieving national education goals and Islamic values that are *rahmatan lil alamin*. Government Regulation No 57 of 2021 on Education Management Standards emphasizes the importance of partnerships between schools and various stakeholders, including business, industry, communities and other educational institutions. This is also reinforced by Article 54 of Law No. 20/2003 on the National Education System which states that the community, both individually and organizationally, has a role in the implementation and quality control of education services. In the context of Islamic education, partnerships contain dimensions of worship and *ukhuwah*. Collaboration between schools and Islamic boarding schools, mosques, Islamic social

institutions, and religious authorities is a concrete form of Islamic teaching about helping in goodness and piety, as stated in the Qur'an surah Al-Maidah verse 2. Therefore, strengthening partnerships is not only an educational strategy, but also part of practicing religious teachings (Winarti et al., 2021).

SMP NU Karangdadap is one of the Islamic-based educational institutions located in Pekalongan Regency. The school features a synergy between religious values and the development of students' academic potential. In recent years, SMP NU Karangdadap has shown significant growth in student numbers, academic and non-academic achievements, as well as strengthening cooperation with various strategic partners. The school has developed partnerships with health institutions (community health centers), security forces (police), religious institutions (Islamic boarding schools), universities, and school committees representing the community.

Partnerships with community health centers allow for systematic and preventive student health services. Education on nutrition, sanitation and reproductive health is part of school activities that strengthen the health aspects of students. Meanwhile, the involvement of the police in school activities provides legal counseling and character building in line with the Islamic vision of *amar ma'ruf nahi munkar*.

Partnerships with Islamic boarding schools, such as Darussalam, Sunan Gunung Jati, Nurul Ma'wa, Ayo Ngaji, and Al Barokah, play a

major role in fostering students' spirituality. The tahfidz program, da'wah training, fostering adab and morals, and other religious activities strengthen students' identity as a generation of Muslims with knowledge and morals. This also supports the implementation of an integrative curriculum that harmoniously combines general knowledge with religious knowledge. In addition, cooperation with universities opens space for teachers of SMP NU Karangdadap to develop professionalism through training, seminars, and community service conducted by students. This partnership not only improves the quality of teaching staff, but also broadens academic and technological insights relevant to schools.

This research aims to describe in depth how the planning, implementation, and evaluation of partnership programs are carried out at SMP NU Karangdadap. Using a descriptive qualitative approach, this research aims to reveal the best practices of the school in establishing cooperative relationships with external parties. The main focus of this research is how the partnership is able to contribute to improving the quality of educational services while strengthening the Islamic character of students.

The distinction of this research lies in its focus on partnership synergies that integrate Islamic value-based formal and non-formal education through a collaborative and contextual managerial approach in religious private schools. In contrast to Afendi & Umar (2022) who discuss educational partnerships at the senior high school

level at a macro level with a policy approach, this study examines concrete partnership practices at the junior high school level with a local and participatory approach. Al Idrus' study (2017) emphasizes formal institutional-based partnership strategies at MAN 2 Mataram, while this study is more flexible and adapts to the peculiarities of the pesantren community as a cultural and spiritual partner. Hamdani (2021) examines the role of the school committee in supporting quality through participatory management at Al-Azhar 2 Islamic Junior High School Jakarta. This research, on the other hand, positions the school committee as part of a broader partnership network that includes pesantren, universities, and other social institutions. Meanwhile, Hanif (2023) raised the strategy of school and community synergy in the implementation of the Merdeka Curriculum and Mobilizing Schools within the framework of national education reform. This research takes a more specific operational focus, namely partnership strategies for strengthening the quality of Islamic schools in rural areas by emphasizing Islamic values. Thus, this research makes an original contribution by combining local context, participatory approaches, and multi-stakeholder partnerships within the framework of Islamic values, and offers an alternative model of institutional strengthening for Islamic schools that face limited resources.

The contribution of this research is important in responding to the challenges of modern Islamic education that demands professional management without neglecting

religious values. Islamic schools must be able to establish productive collaborations with various parties while maintaining the originality of their Islamic identity. Thus, schools are not only a place for knowledge transfer, but also a center for the formation of superior character and morality in accordance with the guidance of the Qur'an and Hadith.

THEORY DESCRIPTION

Partnership in education is a strategic approach that aims to strengthen the role of schools through the active involvement of various parties in supporting the education process. According to Epstein (2004), the success of education is strongly influenced by the cooperation between schools, families and communities. This model of engagement is known as school-family-community partnerships, which view that student learning is not only the responsibility of schools, but also requires synergistic support from the surrounding environment.

Educational partnerships are also described from an educational management perspective as a form of mutually beneficial collaboration. Tilaar (2000) emphasizes that education as a social system requires a network of cooperation with various stakeholders in order to adapt to the demands of the times and the complexity of the problems faced by schools, especially private schools. Partnerships built with the business world, religious institutions, health institutions and higher

education institutions are a form of implementation of the decentralization and participatory principles in school management.

Furthermore, the Social Capital theory proposed by Putnam (Putnam, 1994) is one of the important foundations in building educational partnerships. This theory emphasizes that the success of a community, including educational institutions, is strongly influenced by the strength of social ties, the level of trust, and networks built among stakeholders. In the school context, this social capital includes close relationships between the school and parents, the surrounding community, government agencies, religious institutions, the business world, and other institutions. The stronger and more harmonious the relationship, the greater the potential for success in implementing educational programs, both in academic aspects, strengthening character, and developing a conducive learning environment (Stachová et al., 2019; White et al., 2018).

The application of Social Capital theory in school partnership practices requires effective communication, information disclosure, and active participation from all parties. Partnerships based on mutual trust and cooperation can increase the sense of belonging to the school, thus encouraging productive and sustainable collaboration (Christenson, 2004; Nasution, 2022; Putnam, 1994). In the Islamic framework, the spirit of *ukhuwah* (brotherhood), *ta'awun* (helping), and *shura* (deliberation) are in line with the principles of social capital. Islam encourages

the formation of a society that is interconnected and works together to achieve common benefits. In the Qur'an, Allah says in surah al-Maidah verse two which means *and help you in (doing) virtue and piety*. This verse emphasizes that synergy and collaboration between elements of society, including in the world of education, is a concrete form of implementing Islamic values in social life (Sanders et al., 2005; Sukaeningsih, 2022).

In the context of national regulations, educational partnerships are regulated in Law No 20 of 2003 on the National Education System, especially Article 54, which emphasizes the importance of community participation in the implementation of education. This is reinforced by Government Regulation No 57 of 2021, which mandates that education units need to establish collaborative relationships with various parties to support the improvement of the quality of education services.

Thus, existing theories and regulations show that partnerships are not just a complement but a strategic element in modern quality-oriented school management. Well-directed partnerships can strengthen school competitiveness, expand access to resources and increase public trust in educational institutions. Therefore, it is important to further investigate how effective partnership models are in accordance with the local context, especially in Islamic-based schools, so that they can be a reference in developing institutional quality in a sustainable manner.

METHOD

This research uses a descriptive qualitative approach to deeply understand the partnership strategy of SMP NU Karangdadap in developing the quality of education. According to Creswell (2012), the qualitative approach focuses on the meaning, process, and context of a phenomenon; researchers seek to capture the essential qualities of the events studied. Moleong (2007) asserts that qualitative research aims to interpret the behavior, perceptions, and actions of subjects holistically through descriptions of words in natural situations. With this framework, the researcher was directly involved in the field to record the planning, implementation, and evaluation of the partnership between the principal and the partners-committees, puskesmas, police, Islamic boarding schools, and universities.

The research location was chosen at SMP NU Karangdadap, Pekalongan Regency, due to its status as a referral private school with a strategic position and strong community support. The research was conducted in July 2024-February 2025 so that all stages-pre-fieldwork, data collection, analysis, and report writing-could be carried out in one full school year. The research location was chosen at SMP NU Karangdadap because this school represents a private religious-based institution with an active partnership network, high community participation, and a commitment to developing the quality of contextual and inclusive Islamic education.

Primary data were obtained through research informants, using semi-structured interview techniques with key informants, namely the principal, vice principal, program coordinator teacher, committee chairman, boarding school representative, and students who are members of the intra-school student organization. . Secondary data were obtained from vision-mission documents, partnership programs, activity reports, photographs, and other relevant written archives. The researcher acted as the main instrument, supported by observation guidelines, interview guidelines, recording devices, cameras, and field notes.

The research design follows Moleong's four pre-field stages, namely: (1) licensing, site scouting, informant selection, (2) fieldwork namely participatory observation, in-depth interviews, documentation study, (3) data analysis reduction, categorization, interpretation, and (4) validity checking through source/technique triangulation, and reporting of results. The main data collection techniques were direct observation of partnership activities, unstructured in-depth interviews that allowed free exploration, and document review to confirm field findings.

Through these procedures, the research is expected to produce a comprehensive picture of how partnerships are designed, implemented, and evaluated in Karangdadap NU Junior High School, as well as the factors that support or hinder their effectiveness in improving the quality of education. The overall research flow is presented in the following scheme:

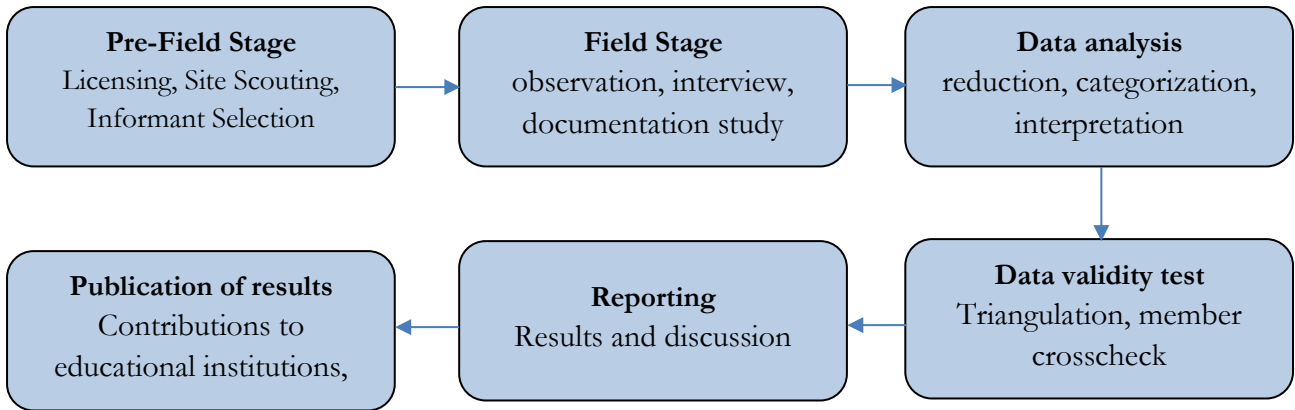


Figure 1. Descriptive Qualitative research flow scheme

RESULTS AND DISCUSSION

The findings of this study reveal that the partnership strategy implemented at SMP NU Karangdadap includes three main stages, namely planning, implementation, and evaluation. These three stages run continuously and are integrated in forming an effective partnership system that is adaptive to the needs of the school and its social environment. The process not only involves the school's internal parties, but also involves various external partners such as pesantren, communities, school committees, and other educational institutions. The following description will discuss in detail each stage of the partnership strategy as well as the factors that support its success.

Partnership planning for Islamic education institutions

This research reveals that partnership planning at SMP NU Karangdadap, Pekalongan Regency, is an important part of the strategy to develop the quality of education. The planning process includes five main stages, namely:

1. The establishment of partnership objectives at SMP NU Karangdadap is carried out as a strategic step to build a positive image (branding) of the school, improve the quality of educational services, and open access to training and competency improvement for students and teachers. These goals are not only pragmatic, but also reflect efforts to realize the school's vision and mission as a superior and competitive Islamic education institution. Syaefudin and Makmun (2018) emphasize that effective educational planning must begin with the establishment of strategic goals that are relevant to the internal needs and external demands of the institution. In this context, Islamic values become the foundation in formulating the direction of the partnership, by making the principles of *ta'awun* (mutual help) and *maslahab* (benefit) as a foothold. This is in line with the goal of Islamic education, which is to form people who

- have noble character and contribute positively to social life. Therefore, partnerships are not just administrative cooperation, but part of an educational jihad that is worth worship (Mufidah et al., 2025).
2. The identification of partner institutions in the partnership strategy of SMP NU Karangdadap is carried out with a systematic approach through mapping the needs and potential for cooperation. This process aims to ensure that each partnership is relevant and aligned with the school's vision and mission, thus providing an optimal positive impact on educational development. According to Vogel et al., (2022), proper partner mapping can strengthen synergies and support the sustainability of educational programs. In addition, the identification process is conducted in an open and transparent manner to build trust between parties, which is the main foundation for a healthy and sustainable partnership. The principles of justice and equality are also upheld in selecting partners, in accordance with Islamic values that emphasize *'adl* (justice) and *shidq* (honesty) in every social interaction. Thus, partnerships are not only technical in nature, but also reflect Islamic ethics that strengthen ukhuwah and cooperation in order to achieve educational goals that bring benefits to the people (Winarti et al., 2021).
 3. The preparation of a partnership work plan at SMP NU Karangdadap is carried out systematically and structured by a partnership management team consisting of various elements of the school and partners. This work plan is designed by clarifying operational steps, division of responsibilities, and scheduling activities in detail to ensure the smooth and effective implementation of the program. According to Khalilov et al., (2024), well-organized planning is essential to avoid overlapping tasks and maximize existing resources. In addition to the technical aspects, the preparation of this plan is also based on Islamic values, such as amanah (trust) and ta'awun (cooperation), which emphasize the importance of shared responsibility and mutual assistance in carrying out tasks for the advancement of education. With this approach, the partnership work plan is not only an administrative document, but also a manifestation of collective commitment that reflects the integrity and spirit of togetherness in realizing the vision of a school with quality and Islamic character.
 4. The preparation of a memorandum of understanding in the partnership at SMP NU Karangdadap is an important stage to strengthen mutual understanding and

commitment between the school and partner institutions. The memorandum of understanding is prepared in a professional and participatory manner so that it contains basic principles that are fair and mutually beneficial, such as equality of roles, transparency of responsibilities, and proportional sharing of benefits. According to Carvajal (2023), the Memorandum of Understanding document serves as a legal and ethical guideline in the partnership, so that it becomes the basis for targeted and accountable program implementation. In an Islamic perspective, the Memorandum of Understanding also reflects the importance of a valid contract (agreement) between two parties, as mentioned in the first verse of the Qur'an which means you who believe, fulfill those contracts. This verse underlines the importance of keeping commitments and agreements responsibly. Therefore, the preparation of the Memorandum of Understanding is not just a formality, but also an effort to maintain integrity, trustworthiness, and professionalism in building long-term cooperation that is blessed by Allah.

5. Socialization of the partnership program is an important stage to build commitment and participation of all parties. Through communication

forums, discussions and program presentations, the school conveys the objectives, benefits and roles of each partner. Based on the opinions of Manurung & Syahril, (2023) emphasize the importance effective communication to avoid misunderstandings in program implementation. From an Islamic perspective, socialization reflects the value of deliberation (*shura*) as stated in the Qur'an Surah Ash-Syūrā verse 38. Thus, socialization is a form of togetherness, clarity of direction and collective commitment in building education based on Islamic values.

Overall, the partnership planning of SMP NU Karangdadap has included important components that support the development of quality education. These results are in line with the findings of previous research by Syahputra (2024), which emphasized the importance of needs analysis, goal setting, and program plans in school partnership management. However, this study presents a novelty in the form of integration of Islamic values into every stage of partnership planning—from goal setting, partner selection, to the socialization of programs—that has not been widely studied in previous research. This approach provides a new perspective that partnerships are not only seen as a managerial strategy, but also as a manifestation of Islamic values such as *ta'awun*, *maslahah*, *deliberation*, and *trustworthiness*. Thus, this research contributes to the

development of educational partnership management theory by adding religious and ethical dimensions to the planning process. This approach is relevant to be applied in the context of Islamic schools or value-based educational institutions, while expanding the conceptual framework of how partnerships can be developed contextually and based on spirituality.

Implementation of Islamic Education Institution Partnerships

The implementation of partnerships in developing the quality of education at SMP NU Karangdadap is carried out after the planning stage is complete. The principal and his team implement the partnership program according to plan. This implementation includes three main aspects, namely the form of activities, organization, and strategy. All three will be described as follows

1. In terms of activities, Karangdadap NU Junior High School builds a wide and strategic partnership network with various external institutions, such as Puskesmas and Karangdadap Police, school committee, ITS NU Pekalongan, and five Islamic boarding schools. These partnerships play an important role in supporting the improvement of the quality of education services. Student health services are better maintained thanks to the support of the Puskesmas, while security counseling from the Polsek creates a conducive learning

environment. The school committee plays an active role in communication and funding, reflecting a form of community participation in education as advocated by Law No. 20/2003 on the National Education System. The partnership with ITS NU Pekalongan contributes to improving the competence of teachers and administrative staff through training and academic mentoring, while cooperation with Islamic boarding schools helps increase student numbers and strengthen religious education. This is a response to the government's zoning and affirmation policies, as well as a tangible form of integration of Islamic-based formal and non-formal education. From an Islamic perspective, this partnership reflects the values of ukhuwah, ta'awun and maslahah. The novelty of this research lies in the finding that pesantren institutions, which have been more involved in non-formal education, can become strategic partners of schools in supporting the government's zoning policy. This finding provides a theoretical contribution to the study of religious community-based school partnerships.

2. The organization of the partnership at SMP NU Karangdadap is designed by involving the principal, deputy principal, teachers, and administrative staff as a

collaborative work team. Teachers are involved in rotation in this team to foster a sense of ownership and togetherness. This pattern is in line with the concept of participatory leadership, which according to Glickman (Glickman, 1981), encourages collaboration as a major force in effective school management. Communication with partners is carried out through various channels such as official letters, coordination meetings, drafting memoranda of understanding, and using digital media such as WhatsApp. In the context of Islamic values, this communication is a form of *deliberation* and *tabligh-conveying* information clearly and honestly. The novelty in this research is the flexible yet inclusive practice of organizing partnerships, which rely not only on formal structures but also social media as an informal means to maintain the speed and closeness of communication. This discovery expands the understanding in the theory of technology-based partnership management and Islamic participatory culture (Lubis et al., 2024; Mesiono et al., 2021).

3. The partnership strategy implemented by SMP NU Karangdadap begins with an analysis of the school's internal needs, which includes problem identification, resource strengths, and development opportunities. After that, the selection of

relevant partners is carried out, the preparation of joint work programs, scheduling activities, involving all school members, and periodic evaluations to measure the impact of the partnership. This strategy is in line with the Strategic Partnership Cycle model which emphasizes the importance of continuity and evaluation in educational partnerships (Carvajal, 2023). From an Islamic perspective, this strategy reflects the principles of *amanah* (responsibility), *hikmah* (wisdom) and *ihsan* (optimal work) in establishing cooperation that brings broad benefits. The novelty of this research is the integration of modern management strategies with Islamic principles in decision-making and program implementation. This finding contributes to the development of Islamic values-based strategic partnership theory, which has not been discussed in depth in the education management literature in Indonesia.

Evaluation of Islamic Education Institution Partnerships

Partnership evaluation at SMP NU Karangdadap is carried out as a systematic effort to control and correct the implementation of cooperation programs with various parties, as well as being an anticipatory step in overcoming various obstacles that arise during the process. One concrete example is when limitations in the

implementation of activities involving all students arise, the school immediately establishes communication with Islamic boarding schools around the school environment to find alternative solutions that are contextual and applicable.

In general, partnership evaluation is conducted through five main stages. First, the evaluation instrument was developed by an evaluation team consisting of the principal, teachers and administrative staff at the beginning of the school year. The instruments designed are simple and applicable, used to assess the partnership activities that have been implemented, and the results are recorded regularly in the partnership journal. Secondly, direct observations were made of the implementation of activities that included the involvement of school members, the contribution of partner institutions, the availability of supporting facilities, and the obstacles faced. The results showed active participation from students and significant support from partner institutions such as Islamic boarding schools and universities.

Third, the identification of obstacles is an important part of this evaluation, including ineffective communication issues, misunderstandings in program perceptions, differences in goals between partners, and uneven involvement of teachers and students. To overcome this, a strategy of socializing the partnership program thoroughly, actively involving all elements of the school, and

strengthening intensive communication with partners was carried out. Fourth, from the evaluation results, the team made constructive recommendations to direct the improvement and strengthening of the partnership implementation in the future. The main recommendations emphasized the importance of building effective communication, strengthening mutual commitment, and clarifying collaborative goals between partners. Fifth, the reporting aspect of partnership activities is a concern. Although reporting has been ongoing, it has been dominated by verbal delivery. Therefore, a more structured and standardized written documentation system is needed so that it can be used as material for ongoing evaluation and accountability reports to all relevant parties. The entire evaluation process is in line with the view of (Ananda et al., 2017), which states that program evaluation must be carried out systematically, including the stages of planning, observing implementation, identifying obstacles, formulating recommendations, and preparing reports to ensure program sustainability and continuous improvement.

To help readers better understand the main findings and novelty of this research, the results are presented in a table. This format summarizes important information clearly and concisely, allowing readers to see the key findings and unique aspects that set this study apart. The table highlights the study's contributions and relevance to the field.

Table 1. Partnership Strategy for Islamic Education Institutions

No.	Aspects	Strategy	Description
1	Planning	Goal Setting	Improving school image, quality and access to training with the principles of <i>ta'awun</i> and <i>maslahah</i> .
		Partner Identification	Through mapping needs and potential, upholding the principles of <i>'adl</i> and <i>shidq</i> .
		Work Plan Design	Systematic design, clear division of tasks, and <i>trust-based</i> .
		Cooperation Design	Professionally structured, reflecting legitimate principles, with clarity of roles and transparency.
		Program Socialization	Through communication forums, it promotes the value of <i>shura</i> and <i>deliberation</i> .
2	Implementation	Activity model	Provide support for health services, security, funding, teacher training, religious education
		Organizing	Using collaborative work teams with <i>participatory leadership</i> and multi-channel communication patterns
		Procedure	Needs analysis, partner selection, joint program, school involvement, periodic evaluation
3	Evaluation	Periodic and participatory	Focus on program effectiveness, impact on the quality of education services, and sustainability of cooperation.

CONCLUSION

Based on the description above, it can be concluded that the partnership strategy in Islamic-based schools has been designed and implemented systematically through three main stages: planning, implementation and evaluation. In the planning stage, the school involves teachers and employees in a coordination forum that results in setting goals based on the school's vision and mission, mapping resources, determining strategic steps, and preparing a detailed work plan. Islamic values such as *ta'awun* and *maslahah* became the foundation in designing the direction and form of the partnership. The implementation stage is carried out through active cooperation with various external partners, such as community health centers, police, universities, school committees

and Islamic boarding schools. In particular, collaboration with Islamic boarding schools contributed greatly to shaping religious character and increasing public trust in the school. Evaluation is conducted through observation, reporting and recommendation making, although the documentation aspect still needs strengthening to be more systematic and structured. The findings imply that partnerships designed with an integrated approach between managerial and Islamic values can have a significant impact on improving the quality of education, especially in the aspects of student character and spirituality. Therefore, a similar approach can be adopted by other Islamic education institutions as a strategic model in developing institutional quality. In addition, increasing stakeholder participation and

strengthening evaluation documentation are important agendas to ensure the sustainability and accountability of partnership programs in the future.

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