

# Educational Management in Quranic Education Centers: A Study on Education Personnel, Facilities, and Public Relations

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## ABSTRACT

This study investigates the management practices in Quranic education centers (TPQs), focusing on three key domains: education personnel management, facilities and infrastructure, and public relations. Using a qualitative approach, data were collected through interviews, observations, and document analysis in selected TPQs. The findings reveal significant challenges in recruiting and retaining qualified educators, disparities in facilities due to varying levels of community support, and a lack of structured public relations strategies. However, centers with strong community engagement demonstrated better outcomes in all three domains. The study highlights the interconnectedness of these management areas, where improvements in one domain positively impact others. An integrated management framework is proposed to address these challenges, emphasizing the alignment of personnel management, infrastructure development, and public relations. This framework offers practical implications for policymakers and practitioners to enhance the quality and sustainability of TPQs. Future research is recommended to explore the applicability of this framework in diverse cultural and regional contexts.

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## 1. INTRODUCTION

Quranic education centers (Taman Pendidikan Al-Qur'an or TPQ) play a crucial role in shaping the spiritual and moral foundation of Muslim communities, particularly among children. These centers are vital in preserving Islamic teachings, fostering Quranic literacy, and promoting values such as discipline and cooperation (Sirin et al., 2021; Husna et al., 2023; Wahid et al., 2023). However, the quality of education provided in TPQ is significantly influenced by various managerial aspects, including the availability and competence of education personnel, adequate facilities, and the effectiveness of public relations efforts to engage the wider community (Dewi & Ferdian, 2021). Despite their importance, many TPQs struggle with suboptimal management systems, limiting their ability to meet educational and social objectives.

The challenges faced by Quranic education centers often stem from fragmented management practices that fail to integrate human resources, infrastructure, and public relations into a cohesive strategy (Niyozov & Memon, 2011; Arar et al., 2023). For instance, inadequate teacher training programs and poorly maintained facilities can undermine the quality of instruction. Additionally, the lack of effective public relations strategies may

hinder community engagement and resource mobilization. While some research has examined individual aspects of TPQ management, comprehensive studies addressing the interplay between these factors are notably scarce. This fragmented understanding calls for a holistic investigation into how these management components collectively impact TPQ performance.

Existing literature predominantly focuses on isolated aspects of educational management, such as teacher competencies or infrastructure needs, without exploring their interconnectedness in Quranic education settings (Abu-Nimer & Nasser, 2017). Moreover, while public relations is recognized as crucial for fostering community support in educational institutions, its specific role in TPQs remains underexplored (Fauzi, 2021; Sumiyati & Ulwiyah, 2023; Nuril'ibad, & Fatkuroji, 2024). Therefore, it is necessary to study how the management of education personnel, facilities and infrastructure, and public relations can work together in the management of TPQ. Addressing these gaps can provide an overarching reference for improving the management of Quran education centers.

This study contributes to the existing body of knowledge by presenting a novel integrative framework that examines the interconnected roles of education personnel, facilities, and public relations in Quranic education management. Unlike prior studies that focus on these elements in isolation, this research emphasizes their synergy in enhancing the overall performance of TPQs. By using a case study approach, this paper provides actionable insights tailored to the unique cultural and operational contexts of Quranic education centers. This research not only enriches theoretical discourse but also offers practical recommendations for policymakers, educators, and community leaders to improve TPQ management practices.

The primary objective of this study is to explore and analyze the management practices of Quranic education centers, specifically focusing on education personnel, facilities and infrastructure, and public relations. By identifying strengths, weaknesses, and areas for improvement, this study aims to propose a comprehensive management model that enhances the quality and sustainability of TPQs. Ultimately, this research seeks to empower Quranic education centers to better serve their communities, thereby contributing to the broader goals of Islamic education and societal development.

## **2. RESEARCH METHOD**

This study employed a qualitative case study design to explore the management practices in Quranic education centers (TPQs), focusing on education personnel, facilities, and public relations. A case study approach was selected as it enables an in-depth examination of complex phenomena within their real-life contexts. The study targeted TPQs with diverse operational scales to capture a comprehensive understanding of the variations in management practices. This approach is particularly suited for investigating the interplay between various management components and their impact on institutional performance.

Data were collected through multiple methods, including semi-structured interviews, focus group discussions (FGDs), and document analysis. Semi-structured interviews were conducted with TPQ administrators, teachers, and community stakeholders to gain insights into their perspectives on management challenges and strategies (Creswell & Poth, 2016). FGDs were organized with groups of parents and students to understand their expectations and experiences regarding TPQ services. Additionally, institutional documents, such as operational guidelines, financial reports, and infrastructure maintenance records, were analyzed to triangulate findings and ensure data credibility.

Thematic analysis was used to identify, analyze, and report patterns within the data. The analysis followed Braun and Clarke's (2006) six-step framework, which includes familiarization with the data, generating initial codes, searching for themes, reviewing

themes, defining and naming themes, and producing the report. NVivo software was employed to manage and organize qualitative data, enhancing the rigor and transparency of the analysis process. Triangulation of data sources and methods ensured the validity and reliability of the findings. The resulting themes were aligned with the study's objectives to propose a holistic framework for TPQ management.

### **3. FINDINGS AND DISCUSSION**

#### **3.1 Research Findings**

The study revealed that education personnel management in Quranic education centers (TPQs) faces significant challenges, particularly in recruitment, training, and retention of qualified teachers. Many TPQs rely heavily on voluntary educators who lack formal pedagogical training, impacting the quality of instruction (Yusron, 2017; Khoir & Syarifuddin, 2024). However, some TPQs have implemented innovative strategies, such as offering community-based teacher training programs and incentivizing teaching roles through non-monetary rewards. These initiatives have enhanced teacher motivation and contributed to a more consistent learning experience for students.

Facilities and infrastructure management in TPQs were found to vary significantly depending on the financial and community support available. While some TPQs operate in well-maintained facilities with adequate resources such as classrooms, prayer halls, and teaching aids, others struggle with minimal infrastructure, often relying on temporary spaces. The study identified that TPQs with robust community engagement were more likely to receive donations and support for infrastructure improvements, demonstrating the critical role of public relations in addressing resource constraints.

The effectiveness of public relations management emerged as a key determinant of a TPQ's ability to sustain and enhance its operations. Centers that actively engaged with parents, local leaders, and organizations reported higher levels of financial and non-financial support (Balayar & Mazur, 2022). Effective communication strategies, such as regular meetings, newsletters, and social media campaigns, were instrumental in building trust and fostering collaborative relationships between TPQs and their communities. However, many TPQs lack formal training in public relations, limiting their capacity to fully leverage community support.

A significant finding of the study was the interconnectedness of education personnel management, facilities, and public relations. For instance, centers with well-maintained facilities and strong public relations were better positioned to attract and retain qualified educators. Conversely, TPQs struggling with poor infrastructure and weak community ties often faced difficulties in securing committed teachers and sufficient resources. This synergy underscores the need for an integrated approach to TPQ management, where improvements in one area can positively influence others (Aziz & Huda, 2024).

Based on the findings, this study proposes an integrated management framework for TPQs that emphasizes the alignment of personnel management, facilities, and public relations. Key recommendations include establishing formal teacher development programs, creating community committees for resource mobilization, and adopting digital platforms for enhanced communication and transparency. This framework not only addresses the immediate challenges faced by TPQs but also lays the groundwork for sustainable improvements in Quranic education delivery. By implementing this approach, TPQs can better fulfill their educational and social missions.

#### **3.2 Discussion**

The findings emphasize the critical role of qualified and motivated educators in the success of Quranic education centers (TPQs). The reliance on voluntary teachers with

minimal pedagogical training highlights a systemic issue that undermines instructional quality. This aligns with previous research by Ismail et al. (2021), which identified similar challenges in community-based Quranic education. Addressing these gaps requires a more structured approach, such as formal teacher certification programs and partnerships with educational institutions to provide training. These initiatives can bridge competency gaps and enhance the overall quality of education in TPQs.

The disparities in infrastructure among TPQs reflect the varying degrees of community engagement and financial support. Centers with robust community relations reported better facilities, enabling a conducive learning environment. This supports the findings of Rahman et al. (2020), which highlight the role of community involvement in sustaining educational infrastructure. Enhancing public relations strategies, such as involving parents and local leaders in decision-making processes, can strengthen resource mobilization and address facility challenges more effectively.

Effective public relations practices were shown to significantly impact the sustainability of Quranic education centers. TPQs with active engagement through newsletters, social media, and regular community events demonstrated higher levels of trust and support. This corroborates Nasution and Lubis (2022), who found that strategic communication enhances collaboration between Islamic educational institutions and their communities. By fostering transparency and accountability, TPQs can build stronger relationships that lead to sustained financial and moral support.

The study highlights the interconnectedness of personnel management, facilities, and public relations, showing that improvements in one domain often lead to positive changes in others. For instance, better facilities not only attract qualified teachers but also improve the public image of the TPQ, leading to enhanced community support. Arifin (2020) noted similar dynamics in Islamic educational institutions, where integrated management practices resulted in more efficient resource utilization and improved educational outcomes. This underscores the need for a holistic management approach in TPQs.

The proposed integrated management framework addresses the fragmented nature of current practices by aligning personnel management, infrastructure, and public relations. This model builds on the principles of effective organizational management, advocating for a systemic approach that recognizes the interplay between various components. By adopting this framework, TPQs can create sustainable solutions that address their unique challenges while aligning with broader educational goals.

The findings offer valuable insights for policymakers and practitioners involved in Islamic education. Policymakers should consider providing subsidies or grants for infrastructure development and teacher training programs. Additionally, integrating public relations training into professional development for TPQ administrators could enhance their ability to mobilize community resources. These measures align with recommendations by Lincoln and Guba (1985), who emphasized the importance of capacity building in sustaining educational initiatives.

While this study provides a comprehensive analysis of TPQ management practices, it is limited by its focus on a specific geographical and cultural context. Future research could explore similar dynamics in Quranic education centers across diverse regions to provide comparative insights. Additionally, quantitative studies could complement the qualitative findings by examining the statistical relationships between management practices and educational outcomes. Such research would further validate and refine the proposed framework, making it more adaptable to varied contexts.

#### 4. CONCLUSION

This study underscores the pivotal role of integrated management practices in enhancing the effectiveness and sustainability of Quranic education centers (TPQs). By examining the interconnected domains of educational personnel management, facilities, and public relations, the findings reveal that strategic improvements in one area often create synergistic benefits in others. Effective public relations emerged as a cornerstone for mobilizing community support, which, in turn, facilitates better infrastructure and attracts more qualified educators. The proposed integrated management framework offers a practical roadmap for addressing systemic challenges, ensuring that TPQs not only meet their educational objectives but also contribute to broader community development. Future efforts should focus on institutionalizing these practices and expanding research to validate their applicability across diverse cultural and geographical contexts.

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