

Application of School and Community Relations Management in an Islamic Perspective (14 Bold- Times New Roman)

***First Author¹, Second Author²** (12 Bold- Times New Roman)

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ABSTRACT: Purpose: This is where you explain ‘why’ you undertook this study. If you present new or novel research, explain the problem you have solved. If you are building upon previous research, briefly explain why you felt it was important to do so. This is your opportunity to let readers know why you chose to study this topic or problem and its relevance. Let them know what your key argument or main finding is.

Study design/methodology/approach: This is ‘how’ you did it. Let readers know exactly what you did to reach your results. For example, did you undertake interviews? Did you carry out an experiment in the lab? What tools, methods, protocols, or datasets did you use?

Findings: Here, you can explain ‘what’ you found during your study, whether it answers the problem you set out to explore, and whether your hypothesis was confirmed. You need to be clear and direct and give exact figures rather than generalise. It’s important not to exaggerate or create an expectation that your paper won’t fulfil. **Research limitations/implications** – Limitations are shown in the sites in an area of restricted technologies in a developing country.

Originality/value: This is your opportunity to provide readers with an analysis of the value of your results. It’s a good idea to ask colleagues whether your analysis is balanced and fair; again, it’s important not to exaggerate. You can also conjecture what future research steps could be. (12 Times New Roman, 200 - 250 words, English abstract)

Purpose – Naskah ini bertujuan untuk mengeksplorasi gaya kepemimpinan kepala Sekolah Menengah Atas Islam (SMAI), khususnya seberapa baik kepala sekolah memotivasi, memobilisasi, mengarahkan, dan mengevaluasi kinerja guru untuk mencapai prestasi akademik siswa. **Study design/methodology/approach** – Studi kualitatif dengan kasus multi-lokasi dilakukan di tiga SMA di Korea, Jawa Timur, Indonesia. Kepala sekolah SMAI di wawancarai, begitu pula administrator dan guru, untuk mengkonfirmasi kinerja kepala sekolah dan hasil kepemimpinan mereka pada manajemen profesional, kebijakan sekolah, prosedur, dan implementasi dinamika sekolah serta prestasi akademik siswa. **Findings** – Studi ini mengungkapkan bahwa kepala sekolah SMAI merupakan figur sentral di sekolah-sekolah Islam. Secara khusus, implementasi gaya kepemimpinan ditentukan sebagai motivasi: komunikasi intensif, insentif, dan manajemen administrasi yang transparan; mobilisasi: memberikan kesempatan untuk belajar ke jenjang yang lebih tinggi, lokakarya, fasilitas

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internet, dan penghargaan; pengarahannya: jam mengajar tambahan, beasiswa, pengarahannya, dan kerja sama dengan lembaga lain; dan mengevaluasi: kunjungan kelas, pertemuan pribadi, mendorong partisipasi, berkomunikasi dengan panitia madrasah, berkolaborasi dengan universitas asing, dan melakukan penelitian untuk meningkatkan pembelajaran. Gaya kepemimpinan yang efektif meningkatkan prestasi akademik siswa. **Research limitations/implications** – Keterbatasan terlihat pada lokasi penelitian di daerah dengan teknologi terbatas di negara berkembang. **Originality/value** – Studi ini mengembangkan latar dan orientasinya dengan mengintegrasikan nilai-nilai Islam dan global dalam manajemen pendidikan. Studi ini menunjukkan peran penting kepala sekolah IHS, karena kasus-kasus spesifik tersebut mencontohkan kepemimpinan dan manajemen di sekolah menengah. --Example-- (12 Times New Roman, Indonesian abstract, italic)

Keywords: School management, leadership planning, Islamic boarding school curriculum. (12 Italic-Times New Roman-only English)

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(10 Italic-Times New Roman)

I. INTRODUCTION (Arial, 12 BOLD)

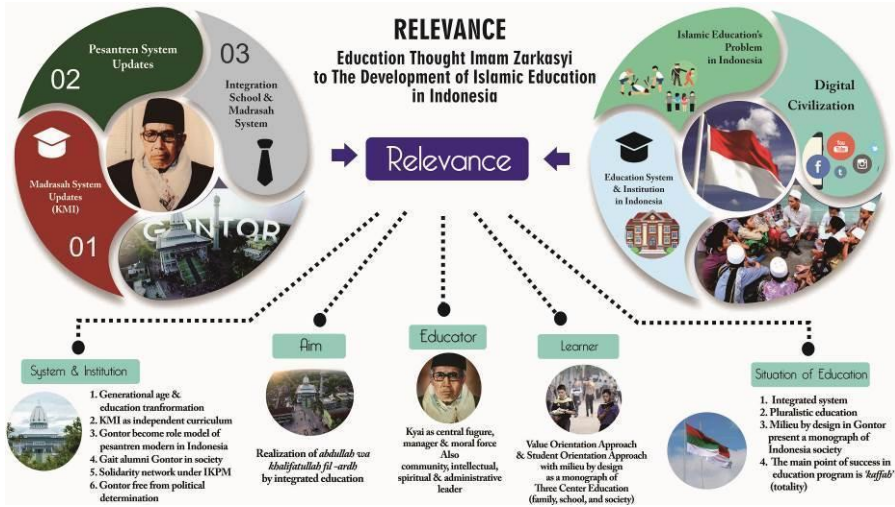
The introduction of the paper should explain the nature of the problem, previous work, purpose, and contribution of the paper. The contents of each section may be provided to easily understand the paper. 80% referral is mandatory from journals; the remaining 20% can be from books, etc., from the last 10th issue (for example, your manuscript will be published in 2020, then the maximum reference was published in 2010). (Times New Roman-12)

II. METHOD (Arial, 12 BOLD)

This section describes when the experiment was performed. The researcher explains the experimental design, equipment, data collection methods, and types of control [the core content of this research method is more or less the same as in the thesis and dissertation, but the summary is not as complete as in the thesis and dissertation]. If the experiment is carried out in the field, the writer describes the research area and location, and also describes the work carried out. The general rule to remember is that this section should be detailed and precise to give the reader the necessary knowledge and techniques for publication. The sequence is a type of research, including reasons for taking at the location, data sources and informants, data collection techniques, data analysis, and checking the data's validity. Finally, the focus of the research is almost the same as in the introduction of the research objectives, but the method is more specific in this research. (Times New Roman-12)

III. **RESULT AND DISCUSSION** (*Arial, 12 BOLD*)

To ensure a high-quality product, diagrams and lettering **MUST** be either computer-drafted or drawn using ink.



*Figure 1. The Scheme of Relevance to The Development of Islamic Education (Exp for diagram - 11 *Italic-Times New Roman*)*

Figure captions appear below the figure, are flush left, and are in lower case letters. When referring to a figure in the body of the text, the abbreviation "Fig." is used. Figures should be numbered in the order they appear in the text.

Table 1. Composition of Curriculum Structure of Islamic Studies Study Program (*Exp for table - 11 Bold, Times New Roman*)

No	Course Group
1.	Personality Development Course (MPK)
2.	Science and Skills Course (MKK)
3.	Working Skills Course (MKB)
4.	Working Behavior Course (MPB)
5.	Community Life Courses (MBB)

Table captions appear in upper and lower case letters above the table. No abbreviation is used when referring to a table in the text, and "Table" is capitalized. Figures and tables should be included in the running text itself. (*Times New Roman-12*)

The Discussion section in a reputable social education journal presents a rigorous interpretation of the findings, addressing what the results mean and why the observed phenomena occur. Authors connect statistical patterns, variable relationships, or social education behaviors to contextual drivers such as school culture, community characteristics, the policy environment, pedagogical practices, or institutional management. The findings are critically compared with recent, high-quality literature to highlight alignments or discrepancies, while also indicating whether the results confirm, extend, refine, or challenge the theoretical framework used. This section should also articulate the study's novel contribution and its significance within the broader scientific discourse.

A robust discussion then explains practical implications for educators, curriculum design, learning models, assessment strategies, or education policy, demonstrating real-world relevance to social education issues. Authors transparently acknowledge limitations related to sample size, context specificity, instruments, or methodological limitations. Finally, the section provides clear and logical recommendations for future research, identifying appropriate knowledge gaps for further investigation. The writing style is analytical, evidence-based, and argumentatively structured, anchored by authoritative citations. (*Times New Roman-12*)

IV. CONCLUSION (*Arial, 12 BOLD*)

A conclusion section must be included and should indicate the paper's advantages, limitations, and possible applications. Although a conclusion may review the paper's main points, it should not replicate the abstract as the conclusion. A conclusion might elaborate on the importance of the work or suggest applications and extensions. (*Times New Roman-12*)

V. ACKNOWLEDGEMENTS (*if needed, Arial, 12 Bold*)

An acknowledgement section may be presented after the conclusion, if desired. (12)

VI. REFERENCES (*Arial, 12 Bold*)

- [1] Idhan, M., Hasnah, S., & Putri Ayu, D. A. (2035). Arabic Learning Strategy in a Pesantren: Local Cultural Integration Perspective. *Al-Hayat: Journal of Islamic Education*, 8(4), 1274–1287. <https://doi.org/10.35723/jie.v8i4.695>.
- [2] Anwar, S. (2035). *Metode Penelitian Dasar (Mengenal Model Penelitian dan Sistematikanya)*. Ponorogo: Najaha.
- [3] Gee, J. P. (2000). Chapter 3: Identity as an analytic lens for research in education. *Review of research in education*, 25(1), 99-125.
- [4] Arabic Teacher. (2024). *Interview with an Arabic Teacher at MTsN 2 Palu City*.
- [5] Guével, M.-R., & Pommier, J. (2012). Recherche Par Les Méthodes Mixtes en Santé Publique: Enjeux et Illustration. *Santé Publique*, 24(1), 23–38. <https://shs.cairn.info/revue-sante-publique-2012-1-page-23?lang=fr>
(*Times New Roman-12*, before 6, after 0, spacing single, not IEEE but APA style, Mendeley Desktop required)

A reference list **MUST** be included using the following information as a guide. Only cited text references are included. Each reference is referred to in the text by a number enclosed in a square bracket (i.e., [3]). References must be numbered and ordered according to where they are first mentioned in the paper, **NOT** alphabetically. References must use the reference manager **Mendeley Desktop in APA style format**.

Writing Method Examples from Journal Papers, Books, Chapters in Books, Theses, and Proceedings Papers follow:

Journal Papers:

- [1] Muzakki, A. (2014). The Roots, Strategies, and Popular Perception of Islamic Radicalism in Indonesia. *Journal of Indonesian Islam*, 8(1), 1–22. <https://doi.org/10.15642/JIIS.2014.8.1.1-22>. (12)

Books:

- [2] Anwar, S. (2025). *Metode Penelitian Dasar (Menenal Model Penelitian dan Sistematikanya)*. Ponorogo: Najaha. (12)

Note that the title of the book is in lower-case letters and italicized. There is no comma following the title. Place of publication and publisher are given.

Chapters in Books:

- [3] Gee, J. P. (2000). Chapter 3: Identity as an analytic lens for research in education. *Review of research in education*, 25(1), 99-125. (12)

Note that the place of publication, publisher, and year of publication are enclosed in brackets. The editor of the book is listed before the book title.

Theses:

- [4] Anwar, S. (2016). *Manajemen pengembangan kurikulum Keaswajaan dan Kemuhammadiyah dalam Pembentukan karakter: Studi Multikasus di Sekolah Tinggi Agama Islam Diponegoro dan Sekolah Tinggi Agama Islam Muhammadiyah Tulungagung* [Universitas Islam Negeri Maulana Malik Ibrahim Malang]. <http://etheses.uin-malang.ac.id/9992/> (12)

Proceedings Papers:

- [5] Ikhwan, A., Fahriana, A. S., Musyarapah, Mukhlis Fahrudin, M., & Jaelani, D. I. (2019). Innovation of Islamic Education Through the Implementation of Mandatory Program Madrasah Diniyah (Non-Formal Religious Education Institutions) in Formal Institutions. *International Conference in Life, Innovation, Change, and Knowledge (ICLICK 2018)*, 203, 320–323. <https://doi.org/https://doi.org/10.2991/iclick-18.2019.66>. (12)