



COMMUNITY DEVELOPMENT-BASED ISLAMIC EDUCATION PARADIGM (CBE): IMPLEMENTATION STUDY AND ITS IMPACT ON LOCAL EMPOWERMENT AT AL MUNAWIR PESANTREN PESANTREN SANGATTA, EAST KUTAI

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Abstract:

The Community-Based Education (CBE) paradigm in Islamic education emphasizes the active involvement of local communities in the educational process to achieve broader social and economic empowerment. This study explores the implementation and impact of CBE-based Islamic education at Pesantren Al Munawir in Sangatta, Kutai Timur. The research aims to understand how this educational model fosters local empowerment and enhances community participation in both educational and socio-economic spheres. By examining the strategies, activities, and outcomes of the pesantren's CBE initiatives, this study highlights the significant role of Islamic education in shaping local development and providing sustainable solutions for the community's needs.

Keywords: *Islamic Education Paradigm, Community Development, Local Empowerment, Al Munawir Islamic Boarding School, CBE, East Kutai*

INTRODUCTION

The Islamic education paradigm based on community development (Community-Based Education or CBE) is an educational approach that does not only focus on the transfer of knowledge, but also on empowering communities around educational institutions (Nursalim & Hasan, 2023). This approach emphasizes the importance of community involvement in the educational process, where education is seen as a tool for solving social and economic problems faced by society. This is in line with the goals of Islamic education which not only aims to form academically intelligent individuals, but also plays an active role in empowering society as a whole.

In this paradigm, Islamic education becomes an effective means of strengthening community capacity in facing socio-economic challenges (Tamam, 2018). At the Al Munawir Sangatta Islamic Boarding School, East Kutai, the application of the CBE paradigm aims to connect educational activities with the practical needs of local communities. This Islamic boarding school not only provides religious education, but also provides skills training that is relevant to the needs of the local community, such as entrepreneurial skills, agriculture and other life skills. With this approach, Islamic boarding schools become empowerment centers that not only produce students with religious knowledge, but are also able to solve socio-economic problems faced by the surrounding community.

This research aims to analyze the implementation of the CBE paradigm at the Al

Munawir Islamic Boarding School, with a focus on how this community-based education can increase local empowerment. Implementation of this paradigm does not only involve formal education activities, but also includes local economic development, increasing community welfare, and increasing community skills in facing life's challenges. It is hoped that this research can provide a clearer picture of how Islamic education can play a role in community empowerment, as well as its impact on sustainable social change in local communities (Abuddin Nata, 2004).

By using the CBE approach, Islamic education at Al Munawir Islamic Boarding School is not only considered as a process of transferring knowledge from teachers to students, but also as an instrument for strengthening community capacity and independence. In this case, education becomes an integral part of a broader empowerment process, which includes developing practical skills, increasing access to economic resources, and strengthening social networks between community members. The relevant studies:

Islamic Education and Community Development

Islamic education has a very significant role in community development. Not only in the academic aspect, but also in building people's character, skills and abilities to face life's challenges (Wahid & Hamami, 2021). Islamic education, as an integral part of society, has the aim of creating individuals who are not only intelligent in science, but also have social abilities and skills that are beneficial to their community. Thus, Islamic education functions as a driver of broader social change, which focuses not only on individual development, but also on the collective progress of society.

One of the main goals of Islamic education is to create individuals who are competent in various fields, especially those related to the social needs of society (Zamroni, 2020). In this case, Islamic education is not only oriented towards teaching religious knowledge, but also towards wider social empowerment, which includes the development of life skills that are relevant and useful for the welfare of society. This education instills values that encourage individuals to become independent individuals, with life skills that are relevant to the social needs that exist in society. (Hidayat et al., 2018).

As explained by Nata, Islamic education which is oriented towards social empowerment is able to create individuals who are independent and have life skills that can be applied in everyday life. This allows individuals to not only survive, but also to thrive and provide direct benefits to the surrounding community. Through this approach, Islamic education can be the main driver in building a more prosperous society, by integrating personal and social development in the education curriculum (Abuddin Nata, 2004).

Furthermore, Islamic education not only aims to shape good personal character, but also to support sustainable socio-economic development in society. This is done by equipping students with practical skills that can help them to contribute to local economic development, such as entrepreneurship, agriculture and other technical skills. Thus, Islamic education functions as an effective tool for creating positive social change and supporting economic empowerment at the community level.

Community-Based Education (CBE) Concept

Community-Based Education (CBE) is an educational approach that involves the community as an active partner in the entire educational process, with the aim of increasing the relevance of education to local needs and strengthening relationships between educational institutions and the community. CBE emphasizes the importance of community involvement in designing, implementing and assessing educational processes, so that the education provided is not only theoretical but also applicable and directly beneficial to the local community. This approach is very important for improving the quality of education, because it not only provides knowledge but also adapts learning materials and methods to local contexts and needs. According to Sulaiman, CBE can optimize the role of education in facing local challenges by providing materials that are more appropriate to community needs, as well as enabling more contextual and applicable learning.

This makes CBE a very effective approach in creating education that is relevant and useful for people's lives, because the learning carried out will be directly related to the daily needs and problems faced by the community. One of the advantages of CBE is its ability to increase community awareness and ownership of educational outcomes.

When people are involved in the educational process, they feel more ownership over the education provided and are more motivated to contribute to the sustainability of educational programs. This creates a sense of shared responsibility between educational institutions and the community, which in turn can strengthen the social and economic empowerment of the community. For example, communities can participate in designing the curriculum or select topics that are relevant to their needs, such as entrepreneurial skills, agriculture, or technical training needed in the community.

In addition, CBE not only functions as a knowledge transfer route, but also as a tool for building social networks and supporting the development of more inclusive communities. By involving various elements of society in the education process, CBE can strengthen social solidarity, create mutually supportive networks, and facilitate the exchange of knowledge between community members. This creates a society that is more cohesive and able to work together to overcome common problems, and is better prepared to face the changes and challenges that exist around them.

Islamic Boarding Schools and Their Role in Community Empowerment

Islamic boarding schools have a very strategic role in community empowerment, not only in the religious aspect but also in developing practical skills that are relevant to community needs (Zamroni, 2020). As an educational institution that has strong roots in Islamic traditions, Islamic boarding schools play a dual function: as a center for religious education and as an institution that plays a role in economic and social empowerment for the surrounding community. (Wantu et al., 2023) As an educational institution that has been around for centuries. centuries of existence in Indonesia, Islamic boarding schools have the advantage of bringing education closer to society. They not only provide Islamic teachings, but also provide training in practical skills such as agriculture, handicrafts and entrepreneurship that are relevant to local needs. These trainings enable Islamic boarding schools to provide real solutions to social and economic problems in society. (Abubakar, 2015).

For example, Islamic boarding schools often involve students in agricultural production activities or handicrafts that can be marketed to improve the local economy. This is a concrete example of how Islamic boarding schools integrate education with community economic empowerment. Ali explained that Islamic boarding schools have great potential to become agents of social change. By developing community competence, both in the religious and economic fields, Islamic boarding schools can play an important role in creating an independent and prosperous society. The education provided at Islamic boarding schools does not only include religious knowledge, but also skills that can be practiced directly in everyday life. This makes Islamic boarding schools an institution that is very relevant to the conditions of local communities, because it can align the educational curriculum with the real needs of those around it (Ali, 2010).

Furthermore, Islamic boarding schools as educational institutions that are close to the cultural roots and needs of local communities are able to create education that is not only relevant, but also provides practical solutions for the community. Thus, Islamic boarding schools not only function as a place to deepen religious knowledge, but also as institutions that are active in improving the quality of life of the community, both through formal education and economic and social empowerment (Ahmad Tantowi and Mu'amar Ramadhan, 2009). (Ahmad Tantowi and Mu'amar Ramadhan, 2009) In many ways, Islamic boarding schools can be a model for community-based education that can strengthen local independence, reduce dependence on external assistance, and create a more independent and competitive community.

RESEARCH METHODS

This research uses qualitative methods with a case study approach to explore the implementation of the Islamic education paradigm based on community development

(CBE) at the Al Munawir Sangatta Islamic Boarding School, East Kutai. The case study approach was chosen because it allows researchers to gain an in-depth understanding of phenomena that occur in a specific context, namely community empowerment through community-based education at the Islamic boarding school. Case studies allow analysis of the implementation of CBE in real settings, taking into account the various factors that influence and are influenced by the process (Ali, 2010).

Research data was collected through several techniques, involving direct and participatory approaches. First, in-depth interviews were conducted with Islamic boarding school administrators, teachers and local communities to obtain their perspectives regarding the implementation of community-based education and its impact on local empowerment.

Wawancara ini bertujuan untuk menggali informasi terkait pengalaman dan Informants' views regarding how CBE is implemented in Islamic boarding schools and its impact on the quality of life of the surrounding community. Second, field observations were carried out to see firsthand community-based educational activities in Islamic boarding schools. Through this observation, researchers can record activities carried out by Islamic boarding schools that are related to the economic and social empowerment of the community, such as skills training, community-based business management, or religious activities that support social empowerment. These observations are important to provide a clearer picture of how CBE theory is translated into practice in the field (Creswell, 2014).

After the data was collected, data analysis was carried out using thematic analysis techniques. This technique is used to identify and group themes that emerge from the data obtained, both from interviews and observations. Thematic analysis allows researchers to explore recurring patterns and gain a deeper understanding of the impact of CBE implementation on local community empowerment. With this approach, researchers can identify factors that support and hinder local empowerment, as well as evaluate the extent to which the implementation of CBE at the Al Munawir Sangatta Islamic Boarding School can strengthen the economic and social independence of the surrounding community.

RESULTS AND DISCUSSION

Implementation of the CBE Paradigm at Al Munawir Islamic Boarding School

Al Munawir Islamic Boarding School has been a pioneer in adopting the Community-Based Education (CBE) paradigm to empower the surrounding community through community-based education (Sulaiman, 2008). realized through various programs such as:

- a. Community skills training: Islamic boarding schools provide practical training such as handicrafts, culinary arts, and basic equipment repair techniques. This program aims to equip people with skills that can be directly applied in daily life and in productive economic activities (Sulaiman, 2008).
- b. Agricultural education: Islamic boarding schools utilize the land they own to provide training in environmentally friendly farming. This program involves managing land using organic farming methods, using natural fertilizers, and simple irrigation techniques to increase the productivity of community agricultural products (Mastur, 2019).
- c. Creative economy program: This activity includes the production of snacks based on local ingredients, such as cassava and bananas, as well as the development of regional specialty products that have high selling value. These products are marketed widely, both in local markets and through Islamic boarding school networks (Temu et al., 2024). These programs are designed to provide education that is not only based on theory, but also emphasizes direct practice in the field. Thus, Islamic boarding schools not only function as centers of religious learning, but also as agents of socio-economic empowerment. Through the implementation of this paradigm, Al Munawir Islamic Boarding School acts as

the main facilitator in bridging the gap between formal education and the practical needs of society. Apart from improving individual skills, this program also creates new economic opportunities that are relevant to local conditions, supporting the improvement of the standard of living of the surrounding community.

The Impact of CBE on Local Empowerment

The implementation of Community-Based Education (CBE) at the Al Munawir Islamic Boarding School has had a number of significant positive impacts on empowering the local community. These impacts include:

- a. **Increased economic involvement:** Communities around Islamic boarding schools have become more active in managing economic activities, especially small and medium enterprises (SMEs). Many of them develop local products, such as regional snacks, handicrafts and agricultural products, which are then marketed locally and regionally (Zamroni, 2020).
- b. **Increase in living standards:** Skills training organized by Islamic boarding schools provides people with new abilities that are relevant to market needs. This opens up new job opportunities, increases household income, and gradually helps reduce poverty levels in the region.
- c. **Social change:** Through active interaction in empowerment programs, the relationship between Islamic boarding schools and the community is getting closer. Islamic boarding schools are not only centers of religious education but also partners in community development. The solidarity that is built strengthens cooperation in facing various social and economic challenges (Tamam, 2018).

These results reflect the success of the CBE paradigm in providing education that is relevant to local needs, while encouraging community economic and social independence. This approach allows communities to not only be beneficiaries, but also be the main actors in the development process of their communities.

Challenges and Opportunities

Challenge

In its implementation, the Community-Based Education (CBE) paradigm at the Al Munawir Islamic Boarding School cannot be separated from a number of challenges that hinder the development of optimal community empowerment programs. Some of the main challenges faced include:

- 1) **Lack of resources:** Limited funding is one of the biggest obstacles in developing CBE programs. Islamic boarding schools often rely on funds from donors or community contributions, which are not always sufficient to expand program coverage. Apart from that, supporting facilities such as training rooms, equipment and infrastructure are still minimal (Nurharirah & Effane, 2022).
- 2) **Limited access to technology:** Most empowerment programs are not fully supported by modern technology. This condition limits the effectiveness of program implementation, especially those that require technology-based innovation to increase productivity and efficiency (Novendra et al., 2024).
- 3) **Limited human resources:** Trainers or facilitators who have special expertise in certain fields, such as entrepreneurship, technology or other technical skills, are still limited. This reduces the ability of Islamic boarding schools to provide more diverse and in-depth training for the community.

Even though these challenges are quite significant, Islamic boarding schools still have a big opportunity to overcome these obstacles with support from various parties, such as the government, non-governmental organizations (NGOs), and the private sector. With the right strategy, these challenges can be turned into opportunities to encourage more sustainable program development.

Opportunity

Despite facing a number of challenges, Al Munawir Islamic Boarding School has a great opportunity to strengthen and develop the implementation of Community-Based Education (CBE). The following are the main opportunities that can be exploited:

- 1) **Government and NGO support:** Local governments and various non-government

organizations (NGOs) are increasingly showing commitment to the development of community-based education. This support can take the form of funding, training of teaching staff, or provision of facilities. By building strategic partnerships, Islamic boarding schools can access additional resources to expand CBE programs (Normina, 2016).

- 2) Technology-based development: Islamic boarding schools can utilize digital technology, such as online learning applications, social media, and digital marketing platforms, to increase program efficiency and reach. Technology also allows people to learn new skills flexibly and supports the marketing of local products to wider markets.
- 3)) Increased community collaboration: Partnerships with local communities, small and medium enterprises (SMEs), and other educational institutions offer opportunities to create greater synergies. This collaboration can help strengthen social networks, increase the relevance of educational programs, and provide broader economic benefits for the community (Fitriadi et al., 2024).

By taking advantage of this opportunity, Islamic boarding schools can play a more significant role as centers of community empowerment, not only in the field of education but also in supporting sustainable social and economic development. By strengthening collaboration with external parties and optimizing internal potential, Al Munawir Islamic Boarding School can further empower the community and become a model for implementing community-based education in other regions.

Al Munawir Islamic Boarding School has great potential to become a successful example in implementing community-based education (CBE). By strengthening collaboration with external parties and optimizing internal potential, this Islamic boarding school can more effectively empower the community while expanding its impact to other areas. Collaboration with the government, non-governmental organizations (NGOs), the business world and other educational institutions can help increase resources and technical support for Islamic boarding school programs. This collaboration includes training for teaching staff, providing educational facilities, and marketing local products produced by the Islamic boarding school community. On the other hand, optimizing internal potential is also the key to success. Islamic boarding schools can utilize teaching staff who have special skills, Islamic boarding school facilities, and alumni networks to develop skills-based programs. In this way, the education provided is not only relevant to local needs but also remains in line with Islamic values which are the main foundation of Islamic boarding schools (Zamroni, 2020).

These strategic steps not only contribute to improving the quality of life of the surrounding community, but also strengthen the position of Pesantren Al Munawir as a center for community-based education. The successful implementation of the CBE program in this Islamic boarding school can be an inspiration for other educational institutions, creating a more inclusive and sustainable model of community empowerment.

CONCLUSION

The community development-based Islamic education paradigm implemented at the Al Munawir Sangatta Islamic Boarding School, East Kutai, shows its effectiveness in supporting the empowerment of local communities. The Community-Based Education (CBE) approach implemented does not only focus on enriching students' knowledge, but also provides practical skills training that is relevant to community needs.

Programs such as skills training, agricultural education, and creative economy development have succeeded in increasing economic involvement, opening up new job opportunities, and strengthening social relations between Islamic boarding schools and the surrounding community. However, for sustainability and further development, collaboration between Islamic boarding schools, government, non-government organizations and society needs to continue to be strengthened. Challenges such as

limited resources, access to technology and competent teaching staff can be overcome through external support and optimizing the internal potential of Islamic boarding schools. In this way, Al Munawir Islamic Boarding School can not only become a center for community empowerment in its area, but also become a model for inspiring the implementation of community-based education in other areas.

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