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TRANSFORMING COMMUNITY-BASED MADRASAS IN THE DIGITAL ERA

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Abstract

Madrasah transformation is a long-term process requiring collective support from various stakeholders as essential social capital. Active community involvement is a key strategy for sustainable reform. This study aims to analyze the influence of community participation levels on the scale of organizational and digital transformation within madrasahs to ensure they thrive in the Society 5.0 era. The methodology employs Participatory Action Research (PAR) using a multi-case study design across four madrasahs. Findings indicate that community participation can be categorized into four levels: informing, involving, participating, and leading. The depth of this support determines the scale of organizational transformation at micro, institutional, and macro levels. Furthermore, the level of community engagement correlates directly with technological maturity, distinguishing digital transformation stages into predigital, digitally mature, and post-digital transformation. The primary findings reveal that higher levels of community participation are strongly linked to accelerated organizational and digital shifts. This demonstrates that community synergy serves as the main driver in creating educational institutions that are adaptive to the integration of technology and human values in the future.

Keywords: Community Engagement; Organizational Transformation; Digital Transformation.

Abstrak

Transformasi madrasah merupakan proses panjang yang membutuhkan dukungan kolektif dari berbagai pemangku kepentingan sebagai modal sosial utama. Keterlibatan aktif komunitas secara keseluruhan merupakan strategi kunci untuk reformasi berkelanjutan. Penelitian ini bertujuan untuk menganalisis pengaruh

tingkat partisipasi masyarakat terhadap skala transformasi organisasi dan digital madrasah agar mampu berkembang di era *Society 5.0*. Metode yang digunakan adalah *Participatory Action Research dengan desain* studi multi-kasus pada empat madrasah. Hasil penelitian menunjukkan bahwa partisipasi masyarakat dikategorikan menjadi empat tingkatan: memberi informasi, melibatkan, berpartisipasi, dan memimpin. Tingkat dukungan tersebut menentukan skala transformasi organisasi pada level mikro, institusional, dan makro. Selain itu, kedalaman keterlibatan masyarakat berkorelasi langsung dengan kematangan teknologi, yang membedakan tahapan transformasi digital menjadi: pra-digital, digital matang, dan pasca-transformasi digital. Temuan utama mengungkapkan bahwa semakin tinggi tingkat partisipasi masyarakat, semakin kuat akselerasi transformasi organisasi dan digital di madrasah. Hal ini membuktikan bahwa sinergi komunitas adalah penggerak utama dalam mewujudkan institusi pendidikan yang adaptif terhadap integrasi teknologi dan nilai kemanusiaan di masa depan.
Kata kunci: Keterlibatan Komunitas; Transformasi Organisasi; Transformasi Digital.

A. INTRODUCTION

Madrasa reform has emerged as a crucial topic in today's global context. Rapid technological, economic, and societal changes have impacted education systems worldwide in recent decades. There is a growing need for graduates who are not only academically skilled but also capable of adapting to changes and tackling the challenges of an increasingly complex world (Paul Campbell 2024; Rury 2014). The need for school reform is urgent as the evolving job market demands workers equipped with 21st-century skills—critical thinking, creativity, adaptability to technology, and social-emotional skills. The government, educators, and the community must unite to enact meaningful changes within the education system, addressing everything from the curriculum to madrasas management (Barid et al. 2025).

The madrasa transformation represents a focused effort to create an educational environment that better meets students' needs through effective resource management, professional development, and inclusive governance. This transformation involves a fundamental change in the academic approach aimed at enhancing the quality of the school environment, improving the learning experience, and fostering better social interactions. It includes implementing programs to promote social sustainability, reduce conflict, and strengthen student, teacher, and family relationships.(Grau, García-Raga, and López-Martín 2016).

Changes in madrasas need the support of related parties to achieve maximum results. Thus, madrasas can strengthen relationships with parents, local communities, government agencies, and universities to support education, such as collaborating with research institutions to improve the quality of education

(Aldosari et al. 2015). Collaboration is essential; it unites people and organizations to achieve outcomes that no individual or single organization can accomplish alone (Armstrong, P. W.; Ainscow 2018; Yamoah 2025). High-quality collaboration fosters a more positive environment, leading to higher satisfaction levels, greater intervention adoption, improved implementation quality, and enhanced student performance. By prioritizing effective teamwork, madrasas can create better outcomes for everyone involved (Matthew J. Gormley, Justin P. Allen 2024).

True transformation happens through the collective efforts of everyone rather than just a few individuals. Leaders play an important role as change agents, key catalysts, and facilitators in this process (Azzuhri et al. 2025; Kora et al. 2023). However, collaboration is essential to address the complex factors related to the forms, influences, and drivers of teamwork. Furthermore, effective leadership practices and governance arrangements are necessary to ensure that collaboration leads to improvement and meaningful change (Paul Campbell 2024). Universities and academics can serve as valuable partners to madrasas. They provide essential support, allowing the madrasa head to stay focused during the process while offering chances for reflection, assessment, and developing ongoing strategies to align with higher achievement goals for all students. For example, management issues can be transformed into effective leadership with the help of coaches who assist the principal in implementing various strategies. One way this can be achieved is by changing the format of staff meetings to focus on professional development sessions that cater to students' learning needs. Operational matters can be communicated through memos or emails instead of being discussed during meetings. When a principal identifies ineffective teachers, they can place them on individual improvement plans (Anisa et al. 2025; Choiri and Sidiq 2023). The principal should monitor these plans and provide support to help the teachers enhance their teaching skills.

Stakeholders in madrassas represent a crucial form of social capital that can facilitate transformation. The development of madrasah communities relies on building trust and fostering intersubjectivity among members.(Yamoah 2025) Strong connections within these communities can lead to greater participation and be viewed as a valuable outcome (Anisa et al. 2025; Choiri and Sidiq 2023)

. The participation of the whole community is an important key strategy in madrasa reform. (Rahmadani 2023) Community engagement is a strategy in community-based madrasah transformation. Cook's research proves that strengthening madrasa community engagement can facilitate school transformation.(Cook et al. 2017)

Amendt, as quoted by Asrohah & Hasan, emphasizes that active community involvement in schools is essential for fostering a rich educational environment that benefits everyone.(H. Asrohah 2025) Community involvement is a constructive journey that progresses through several key stages: informing, involving, engaging, and leading. Informing is the foundational step, where information is shared with the school community, including students, parents, and

other stakeholders. This transparency fosters an environment of trust and collaboration. Involving builds upon this Foundation by inviting students, parents, and community members to participate in school activities. For instance, parents might be encouraged to organize fundraising events or support class visits, enhancing their connection to the school. Engaging takes this participation a step further. In this stage, students, parents, and community members actively integrate into school and community life (Arrobbi et al. 2025). They develop agendas, make decisions, and implement actions that positively impact the school community, creating a shared purpose. Finally, Leading represents the culmination of these efforts. Here, school staff, students, parents, and community members work together to establish a culture of community involvement. This collaborative spirit encourages everyone to embrace leadership roles involving participating in school planning, facilitating professional development, or taking charge of school/community initiatives. These collaborative efforts cultivate a vibrant and supportive learning environment, benefiting the entire community (Rey and Nasruden 2025) .The school community's involvement is a crucial strategy for helping several madrasas undergo transformations that enhance their unique advantages (Aslamiyah et al. 2024; Sompron 2023). By leveraging digital technology, madrasas can achieve excellence in learning, improve promotion efforts, and manage their operations more professionally. Engaging the madrasah community represents a new approach to supporting these transformations (Jiang et al. 2025). Technological advancements offer significant benefits in education, management, and communication. They enable madrasas involved in the superior madrasah program to share information, exchange best practices, and provide mutual support.

This paper examines the madrasah community's participation in the transformation process. The level of community involvement in the transformation of madrasas varies among different institutions and is influenced by various factors. This diversity in community engagement significantly impacts organizational transformation. The second issue addressed is the way community participation influences organizational transformation. In the transformation process, four madrasas have implemented digital technology to facilitate this change. Digital technology has altered both the nature and scope of education. Versatile and disruptive technological innovations have created new opportunities to enhance teaching and learning within madrasas. Thus, transformative changes are occurring in these educational institutions (Inan and Yilmaz 2025; Timotheou et al. 2023; Verma and Sybol 2025). Four madrasas are actively embracing digital transformation by leveraging technology. This raises an important question: What are the key dimensions and processes involved in the digital transformation of madrasas? Exploring these aspects can enhance their effectiveness and impact on the educational landscape.

Madrasas have a valuable opportunity to adapt to the rapid technological and social developments surrounding them. While these changes can appear

complex, disorganized, ambiguous, and costly, they also pave the way for significant growth and transformation. Key factors such as cost pressures, competition, policy shifts, demographic changes, and technological advancements are driving the need for evolution within madrasas (Hoffman, Sergio, and Chabani 2024; Kussl, Wald, and Flak 2025).

To thrive in this dynamic environment, madrasas can enhance their flexibility and forward-thinking approaches. By actively involving the madrasah community in organizational and digital transformations, they can leverage collective strengths and insights. This community participation represents a promising avenue for modernization, empowering madrasas to excel and remain competitive in the era of the Fourth Industrial Revolution (Industry 4.0). Through this collaborative effort, madrasas can not only meet the challenges of the present but also build a brighter future for their students and communities.

B. RESEARCH METHOD

This study employs the Participatory Action Research (PAR) method. PAR is a research approach that prioritizes active collaboration between researchers and participants throughout the entire research process. Its goal is to foster positive social change by involving participants in identifying problems, planning, implementing actions, and evaluating the outcomes. This method challenges the traditional hierarchy in research, where the researcher is often viewed as an objective and separate entity from the participant. Instead, PAR emphasizes a mutually beneficial and symbiotic relationship between the two.

The primary goal of the Participatory Action Research (PAR) method is to foster social change by encouraging collaboration between researchers and community members to address specific problems certain groups face. PAR emphasizes theoretical research and implementing practical solutions that directly impact participants' lives.

In education, PAR seeks to enhance the quality of education by building the capacity of teachers, students, and educational staff to understand and tackle the challenges they encounter. For instance, in madrasas, PAR aims to improve learning quality, address managerial issues, and cultivate a more inclusive and participatory educational culture. Consequently, the purpose of this PAR research extends beyond merely studying the conditions of madrasas; it also strives to make meaningful contributions to the school's improvement.

The research decisively employs a case study approach. In qualitative research, case studies are a powerful tool to examine detailed phenomena within a specific context. In the realm of Participatory Action Research (PAR), this approach provides a thorough and insightful analysis of how change is actively implemented in a single location or social unit—specifically, a madrasa. Case studies enable researchers to concentrate on one entity, such as a particular madrasa, effectively investigate the dynamics of collaboration between

researchers and participants, and pinpoint the challenges and solutions that arise in this unique context. (Cruzes et al. 2015)

The multi-case approach in Participatory Action Research (PAR) is essential when researchers investigate the same phenomenon across multiple locations or units. This method is crucial for comprehensively understanding how the phenomenon manifests in diverse contexts (Brink 2018). A multi-case approach is essential for researchers who seek to investigate the same phenomenon across various locations or units. In Participatory Action Research (PAR), this strategy facilitates a robust comparison and contrast of processes and outcomes across different educational units, such as madrasas. By adopting a multi-case framework, researchers effectively uncover the variations in how PAR practices are implemented in diverse settings while also identifying the factors that drive the differences or similarities between the cases.

Participatory Action Research (PAR) researchers serve as advisors throughout transforming madrasahs. They interview participants to gain insights into their challenges and potential for improving communication and building networks with various stakeholders. This approach aims to cultivate a supportive madrasah community to facilitate transformation.

Researchers actively participated in the process to foster effective communication with key change agents, helping to identify a community-based pattern for madrasah transformation. Changes were implemented based on participants' perspectives, including madrasah community agents such as teachers, foundations, students, parents, researchers, and other stakeholders involved in the PAR cycle.

C. RESULTS AND DISCUSSION

1. Results

The following data illustrates the extent of community involvement and madrasas transformation in four different madrasas, highlighting the unique approaches and contributions of each institution:

a. Madrasa A

This Madrasa obtained physical support from the government to enhance their facilities. They collaborate with related institutions at the local, national, and international levels to provide learning opportunities and further study assistance for students. Additionally, madrasahs work to strengthen the collaborative culture among teachers, staff, students, and the Foundation in both educational and management aspects. For example, madrasas implement a weekly leadership evaluation mechanism to assess community programs. Structural personnel and staff hold monthly meetings to evaluate ongoing projects, while teacher meetings are organized as needed to improve teacher quality and student learning outcomes. The Advanced Study and Career Assistance Program (*Program Pendampingan Studi Lanjut dan Karir*) is an interesting madrasa program. Literacy-strengthening activities were developed to support this program, and literacy

workshops were carried out for teachers. As a follow-up, Madrasa partnered with a third party, namely Edubrand, regarding a computer-based test (UTBK-SNBT simulation). The staff then prepares a UTBK and overseas guidance schedule, including class XII students and Interest Talent Assessment, forming the Qira'ah Club, and a special class to read the Kitab Kuning.

In applying digital technology, the Madrasa has adopted a digital library, a digital payment system, and an integrated service system for each administrative service. Madrasa also plays an important role in carrying out digital promotion, with various educational and administrative activities, which are recorded in the form of videos and promoted through social media such as Instagram, Facebook, and YouTube. Every teacher is required to publish learning digitally through social media such as YouTube and Instagram. This program is coordinated by the deputy head of the Madrasa for curriculum. The digital services that become the madrasa program are published through social media and managed by the deputy head for public relations. The publication of digital skills for students is carried out both in groups and through intra-madrasa organizations. The Madrasa also works with third parties for internet network providers and technicians.

b. Madrasa B

This Madrasa has accessed assistance and material support from the community to support learning activities. The Madrasa collaborates with various institutions, local communities, and businesses. They also establish partnerships with the community and alums and strengthen the parent community. In addition, the Madrasa encourages collaboration between teachers, staff, and students in learning and management aspects. To increase the number of students, the Madrasa implements a dormitory program. Students from remote villages live in dormitories, and the program has received a positive response from students and parents alike.

To improve the quality of graduates, the Madrasa has prepared three programs, namely curriculum modification and teacher assistance for students. Curriculum modifications are made by drafting a formal learning schedule from Monday to Friday. Saturdays are dedicated to life skills lessons, such as driving classes for male students and beauty classes for female students. The assessment is not only conducted in the form of a written exam. However, it has also been modified with non-test assessments, such as simple research-based paper assignments and student appearances.

To improve students' achievement and interest in learning, a teacher assistant guides 3-5 students, where the teacher can function as a second parent. Teacher assistance is expected to be consistent from time to time. In addition to academic improvement, the Madrasa also revived the Madrasa Health Business program, such as madrasa and classroom hygiene contracts, cooperation with health centers, nutrition measurement, daily hygiene pickets, organic and non-organic waste management, provision of hand washing stations, waste monitoring, and reforestation. For funding, the Madrasa collaborates with parents

to increase the Madrasa's financial contribution. For underprivileged students, the Madrasa collaborated with the management of the al-Furqan Mosque to provide financial assistance to 9 students. Madrasa collects funds from 35 donors each month, which are used for the needs of students living in the dorms, such as food, drinks, and other expenses. For the facilities improvement and infrastructure, the Madrasa collaborated with the provincial government and received Affirmation Assistance and Performance Assistance through learning facilities, digital media, and rehabilitation of madrasa buildings.

Digital technology is essential in education today, significantly enhancing areas such as computer-based assessments, precise tracking of student attendance, detailed reports on student learning outcomes, streamlined management of new student admissions, and impactful promotion through social media. Its strategic implementation is not just an improvement but a necessity for modern educational success.

c. Madrasa C

The Madrasa receives government support to enhance its facilities and engage students in art shows and performances. The head of the Madrasa fosters strong connections with community leaders, enabling students to participate in important cultural events, including dance performances that showcase their talents. A dedicated team is in place to nurture creativity, drive innovation, and celebrate student achievements. Additionally, the Madrasa prioritizes collaborative decision-making by involving residents, committees, and foundations in discussions, ensuring an inclusive process for determining policies and initiatives.

Furthermore, the Madrasa collaborates with agricultural agencies to create natural educational environments. Through these partnerships, students gain valuable insights into food security and sustainability. They participate in programs conducted by the Agriculture Office, where they learn about appropriate technology, seeding techniques, and innovative methods for growing vegetables and chilies, thus equipping them with practical skills for the future.

While the integration of media technology is currently focused on digital promotion, it plays a vital role in sharing the Madrasa's programs. Regular video productions highlight both educational and learning activities, effectively showcasing the vibrant life within the Madrasa. These videos are shared across social media platforms to promote initiatives, engage the community, and attract potential supporters.

d. Madrasa D

The Madrasa has successfully secured valuable assistance from the local government, enabling the acquisition of comfortable student chairs and benches that enhance the learning environment. In addition to this support, the Madrasa has formed meaningful partnerships with various donors who act as foster parents for exceptional students. This collaborative effort has allowed four deserving

students to benefit from the foster parent program, which generously covers their tuition fees until they graduate from the madrasah.

Furthermore, the madrasah strongly emphasizes fostering open and effective communication among teachers, students, and parents. Every morning, two dedicated teachers take turns warmly welcoming students and their families as they arrive. This daily ritual cultivates a sense of community and creates a positive atmosphere where students feel valued and secure. As a result, the consistent friendliness and attentiveness of the teachers provide comfort and reassurance to both students and parents, reinforcing a supportive environment conducive to learning and growth.

Madrasas are proactive in implementing programs that enhance politeness in communication, instill discipline, and provide spiritual education. The requirement for students to take fingerprints upon arrival and departure encourages a sense of responsibility and accountability. These institutions focus on cultivating discipline in mandatory (fard) and voluntary (sunnah) prayers while nurturing qualities such as independence, optimism, and resilience among students. The tahfidz program, dedicated to memorizing the Quran, is also actively supported to enrich students' spiritual development.

Additionally, the Madrasa embraces the digital age by utilizing social media to showcase its learning and educational programs. Certain teachers are assigned specific roles in managing and scheduling video content, ensuring a consistent and engaging online presence for the community. This approach informs and inspires students and their families about the opportunities available at the Madrasa.

2. Discussion

a. Community Engagement for Transformation in Madrasas

Community engagement is a well-defined concept that can benefit from diverse interpretations across various disciplines. This variety allows us to enrich our understanding and practices, fostering collaboration and innovation (Natarajarathinam, Qiu, and Lu 2021). In health sciences, community engagement is characterized by meaningful two-way interactions and effective communication between community stakeholders and health centers. This collaboration fosters a stronger connection and mutual understanding, leading to improved health outcomes for the community.(Trottier et al. 2019) Fostering community involvement is recognized in higher education as a valuable opportunity to build strong partnerships with the broader community. This collaboration can enhance learning experiences and contribute to both institutions' and communities' growth and development (Brackmann 2015).

This study's community involvement in primary and secondary education includes madrasah heads, teachers, students, parents, and the community. The educational community's involvement is classified based on the Amendt category, namely informing, involving, engaging, and leading. Community involvement is a vital platform for leaders, educators, staff members, madrasah students, and

community members to foster connections. This collaborative environment encourages individuals to learn about one another, cultivate mutual trust, and exchange valuable experiences. Such relationships are essential for establishing a foundation of shared leadership and collective responsibility, ultimately leading toward a unified vision of education that benefits the entire society.

This involvement manifests through collaboration and partnerships that can be continuously developed and strengthened. Community participation plays a vital role in the transformation of madrasas and can be effectively categorized into four key areas: informing, involving, engaging, and leading, as highlighted by Amendt. By fostering these types of participation, we can enhance collaboration and drive meaningful change within the community (H. M. A. Asrohah 2025).

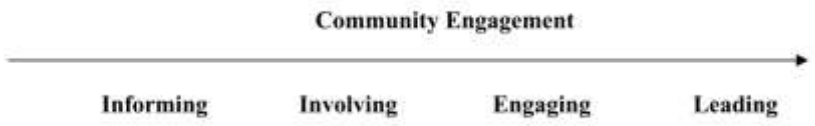
Madrasah A involves the community in transformation, including informing, such as inviting parents to the information delivery madrasa—participation in the form of involvement to share leadership, vision achievements, and responsibilities internally and externally. Community involvement is engaging and meaningful for madrasas in carrying out transformation. The Madrasa has developed activities that involve the community in learning improvement plans, discussing curriculum and learning outcomes, and even madrasah managerial programs.

Community participation in Madrasa A can be classified in the leading category. The presence of students, teachers, leaders, staff, and community members takes on leadership roles in the Madrasa and the community as they work together towards a shared vision. This practice can result in parents and community members taking on leadership roles, such as participating in the Madrasa's planning, facilitating professional development opportunities for teachers, staff, and leaders, and leading in the Madrasa's work plan.

Madrasa B's community participation has followed the pattern of informing, involving, engaging, and leading. Students, teachers, staff, and the community have played a role in achieving the shared vision. However, the involvement of communities who take leadership roles is still limited in the local and national areas.

In madrasas C and D, both the internal and external communities are involved in transforming the madrasah, engaging through various methods of informing and involving members. However, the external community has not yet taken a leadership role in supporting the achievement of the madrasah's vision. The progress of community involvement in the transformation of educational institutions, as outlined in Arendt's theory, can be visualized as follows:

Figure 1. Degree of community-based madrasah collaboration and partnership



Community involvement is essential for achieving high-quality education. It is imperative that the community actively participates in madrasas` activities to cultivate a more enriching learning environment, overcoming any challenges that may arise. (Lauwo and Gerold Mkulu 2021) The lack of community involvement in madrasas` reform is due to a lack of education about members' roles, poor madrasas` relations and communication, and a lack of resources to help madrasas` development activities (Mohammed, Abdulal, and Seidu 2022). Other factors that hinder community involvement in Madrasa's transformation are time, availability of funds, and communication. This factor is referred to as the logistical factor.(Natarajarathinam et al. 2021) The heavier the challenges and obstacles in the involvement of the madrasah community, the more severe the challenges faced by madrasas in their development and transformation (Martínez-Figueira et al. 2024).

b. Madrasas` Organizational Transformation

Madrasas` transformation encompasses organizational and digital aspects essential for fostering growth and improvement. This analysis will present research data focused on organizational transformation within the four madrasas being studied. It can be effectively understood that the transformation of educational institutions is categorized into three levels: micro-changes, which affect individual practices; institutional changes, which reshape the organization as a whole; and macro-changes, which influence the broader educational landscape. This approach provides a comprehensive view of the transformation processes and their potential impact on madrasah effectiveness(H. M. A. Asrohah 2025).

Micro-change involves small, specific, and usually only affects a small individual or group within an institution. Micro-changes are small-scale and localized. Micro changes, for example, focus on changing methods or practices. Examples include adopting new teaching methods in the classroom, providing new programs in the curriculum, and teachers attending training for professional development.

Institutional change is a more significant change in madrasas. Institutional changes are accompanied by new programs that are institutionalized and consistent. The institutionalization of programs is accompanied by high awareness and cooperation in planning, implementing, and evaluating. Institutional changes usually involve changes from the central part of the madrasah institution. Usually, this change occurs in aspects of structure, processes, or responsibilities within the institution. For example, restructuring the reporting relationship between teachers, staff, and procedural, implementing new policies to support collaboration between fields, or changes to the teacher performance evaluation system. Institutional-scale transformation mechanisms can be done by reviewing structural and procedural elements to identify areas needing change. This mechanism is called problem analysis, and it encourages change. Furthermore, a

redesign is carried out by making a comprehensive plan to change policies, procedures, or work systems. The next stage is implementing the change plan involving all key stakeholders, such as teachers, staff, parents, or students.

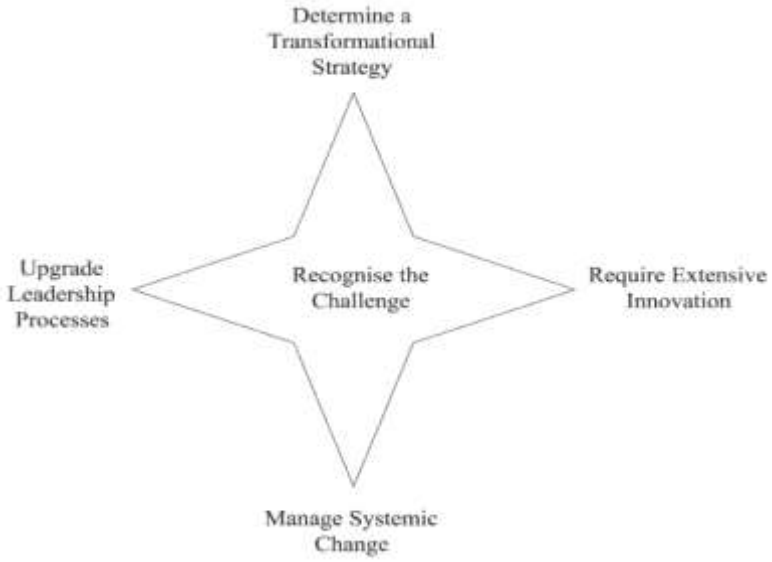
The transformation of madrasas B, C, and D is classified as an organizational transformation on an institutional scale. Change programs are implemented in madrasas through change management tools such as training coordination and active communication. Madrasah transformation runs effectively if it is carried out continuously and sustainably, and continuous improvements are necessary.

Macro change is a profound change that affects an institution's entire culture, basic assumptions, and values. Macro changes in madrassas can affect an institution's entire culture, basic assumptions, and values. Macro change involves changing the underlying mindsets, values, and assumptions that underpin the institution. Madrasa A is in the process of transformation, changing its vision and mission to adapt to the development of the 21st century. The transformation of the education system prioritizes mastery of competencies rather than the achievement of time. The transformation of the education system to be competency-based rather than time-based. The use of a new approach that makes full use of technology.

Organizational transformation in madrassas will not run optimally if it is carried out partially or only in certain aspects. Madrasah reform includes various changes, including curriculum updates, improving the quality of teaching, more effective management of madrasas, and the use of technology in learning. In addition, as Desimone explains, the success of organizational reform also depends heavily on improving the welfare and competence of teachers and the role of parents and the community in supporting the educational process.

Among the four madrasas, the Madrasa that has been able to carry out macro organizational transformation is Madrasa A because this Madrasa has the readiness of substantial inputs, such as the number of students who meet quantitatively and qualitatively. The madrasa facilities and infrastructure are also adequate and support macro organizational transformation. The transformation of Madrasa A focuses on strengthening the competencies of students, teachers, and staff for the Madrasa's preparation in fulfilling the five competencies to carry out fundamental organizational transformation (H. M. A. Asrohah 2025). The five competencies needed are a) the ability to recognize challenges, b) determining the transformation strategy that can be achieved, c) requiring extensive innovation, d) managing systemic change, and e) improving the leadership process. The five competencies are described as follows:

Figure 2. Five Managerial and Organizational Competencies



The explanation of the five competencies for fundamental and radical change is as follows:

Table 1: Competencies of Madrasas Changes

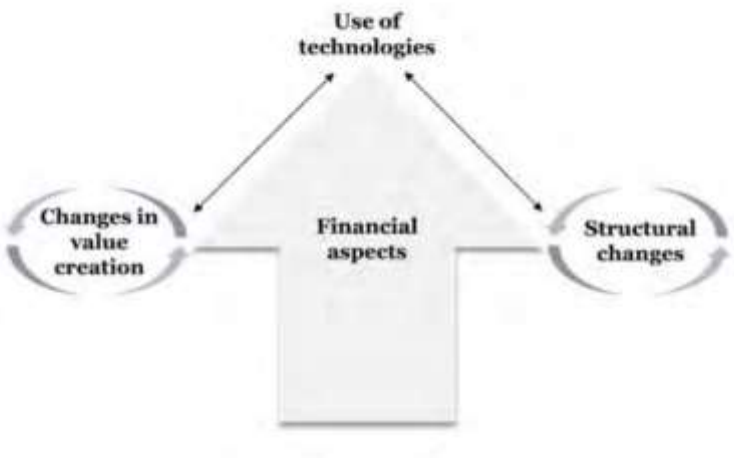
Five Competencies	Description
a) competencies to recognize challenges	The leadership and its representatives understand the challenges the organization faces.
b) determine the transformation strategy that can be achieved.	Management leaders choose the right transformation strategy and determine the achievement strategy.
c) requires extensive innovation	All organization members are encouraged to think creatively and take the initiative to promote innovation.
d) Managing change systemically.	The parts of the organization that need to change are fully involved in a comprehensive change process
e) improve the leadership process	The top management has specific competencies to manage transformation.

c. The Utilization of Digital Technology for Transformation

Madrasas must be ready to face social changes caused by the development of digital technology. Madrasah transformation The target of this research is to prepare madrasas to face digital transformation. The use of digital technology in

the transformation of madrasas is likely to direct madrasas to the digital transformation stage. Digital transformation involves not only technical dimensions but also social dimensions. Where and how should madrasas position humans in the transformation process? In the process of digital transformation in education, manusis is the subject. Teachers and students actively participate in creating success stories. Digital transformation strategies do not depart from technology but are human-centric (Ahmed et al. 2021; Aras Bozkurt 2022; Geada 2021). Several factors affect educational institutions' readiness for digital transformation, namely information and digital literacy, information culture and empowerment, and information management.(Deja, Rak, and Bell 2021) According to Tungpantong, digital transformation relies on a four-dimensional balance, as shown in the image below:(Tungpantong, Nilsook, and Wannapiroon 2022).

Figure 3. The four-dimensional balance of digital transformation



Based on the image, digital transformation requires a balance of four dimensions, namely the financial dimension, to support structural changes, changes in creating values, and the use of technology. Changes in structure and value creation are influential and also influenced by the use of technology. If analyzed by these four dimensions, Madrasa A is ready for funding, structural changes, value creation, and the use of technological equipment to move toward digital transformation. The stages of digital transformation can be classified into pre-transformation, transformation maturity, and post-transformation categories (Chrusciak, Szejka, and Canciglieri Junior 2023; Zaoui and Souissi 2020). From the digital transformation stages and procedures perspective, Madrasa B, C, and D are still in the preparation stage for pre-digital transformation. Meanwhile, Madrasa A, which is ready for four dimensions of digital transformation, has prepared itself for digital transformation maturity.

D. CONCLUSION

There are three important findings from this study. First, community involvement in madrasah transformation can be classified into informing, involving, engaging, and leading. Community involvement in madrasah A can be classified in the leading category. In madrasah B, the involvement of the madrasah community has taken the pattern of informing, involving, engaging, and leading. However, the involvement of communities who take leadership roles is still limited in the local and national environment. In madrasahs C and D, the internal and external communities are involved in transforming the madrasah in the pattern of informing, involving, and engaging. The involvement of the external community has not yet taken a role in leadership in supporting the achievement of the madrasah vision.

Second, of the four madrasas, Madrasa A has been able to carry out organizational transformation on a macro scale. Madrasah A is highly ready for input, especially regarding the number of students who meet the quality quantitatively and qualitatively. The madrasah's facilities and infrastructure are also adequate and support macro organizational transformation. Three celebrity madrasas have undergone an institutional organizational transformation and need time to achieve macro transformation. Third, in organizational transformation, the four madrasas utilize digital technology to respond to technological and social challenges. The use of technology in the four madrasas is very diverse. Madrasa A is ready for the five dimensions of digital transformation so that it reaches the stage of digital transformation maturity. The other three madrasas are still in the pre-digital transformation stage.

Thus, a community that takes a form of leadership is vital in supporting organizational and digital transformation. In parallel, Madrasah A, where community involvement has taken a form of leadership, also achieves macro organizational transformation and maturity in digital transformation.

This research focuses on four madrassas with unique situational characteristics. However, in order to expand the theoretical horizon of community-based madrasah transformation, it is necessary to integrate additional research loci with more heterogeneous contexts to identify case diversity more comprehensively.

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