

THE EFFECTIVENESS OF SCHOOL-BASED MANAGEMENT AND COMMUNITY INVOLVEMENT ON THE QUALITY OF ISLAMIC EDUCATION

Pebi Julianto

Faculty of Ushuluddin, Adab and Da'wah,
Kerinci State Islamic Institute, Jambi, Indonesia
E-mail: pebijulianto@gmail.com

Abstrak

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This study aims to analyze the effectiveness of School-Based Management and community involvement in improving the quality of Islamic education in madrasahs. The background of this study is based on the continuing challenges in the quality of Islamic education, particularly in terms of management, public participation, and optimization of institutional autonomy. This study uses a literature review method with an interpretive qualitative approach through a systematic review of academic literature, education regulations, and contemporary education management theories. The analysis was conducted through data reduction, narrative presentation, and conceptual synthesis to explain the relationship between school autonomy, community participation, and the quality of Islamic education. The results of the study indicate that the effectiveness of School-Based Management is largely determined by the balance between management autonomy and public accountability, professional leadership, a culture of quality, and the active involvement of parents and the community in the planning, implementation, and evaluation of educational programs. Community involvement not only increases the transparency and legitimacy of madrasah policies, but also strengthens a sense of ownership and support for improving the quality of learning. Thus, the implementation of adaptive and participatory School-Based Management within the framework of national education decentralization is a relevant strategy for realizing systemic and sustainable improvements in the quality of Islamic education.

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INTRODUCTION

Education is a strategic instrument in developing the quality of human resources and shaping the character of the nation. However, the reality of education in Indonesia to date still faces serious challenges, particularly in terms of quality at various levels and types of educational institutions. This condition is also significantly felt by Islamic educational institutions, especially madrasas. Although various reform policies have been rolled out, indicators of the quality of Islamic education in a number of aspects have not shown optimal improvement. This is an important concern because madrasas are not only institutions for the transmission of knowledge, but also vehicles for the internalization of Islamic values and the moral formation of the nation's future generations.

Efforts to improve the quality of Islamic education have actually been carried out through various strategic approaches. Curriculum improvement, strengthening institutional governance, increasing educator competence through professional training, and providing and improving educational facilities and infrastructure are priority agendas. These strategies are based on the awareness that the quality of the educational process greatly determines the quality of the output and graduates. Mulyasa emphasizes that education plays a central role in the development of the Indonesian people as a whole, so its management must be directed towards sustainable and systemic quality.

However, there are still a number of fundamental issues that hinder the improvement of madrasah quality. One of the main factors is the lack of attention to the quality of the learning process. The educational process is often not designed in a holistic and participatory manner, even though the quality of pedagogical interaction greatly determines the academic achievement and character of students. In addition, the implementation of Islamic education tends to be bureaucratic and centralistic. High dependence on central policies reduces the flexibility, creativity, and autonomy of institutions in responding to local needs. This condition has an impact on limited innovation and weak competitiveness of madrasahs in improving quality independently.

Another equally important issue is the lack of harmony between madrasahs and the community. The involvement of parents and the surrounding community in the decision-making process is still relatively limited. Community participation is often only financial in nature, not extending to aspects such as planning, evaluation, and supervision of educational programs. In fact, synergy between educational institutions and the community is a crucial factor in creating a high-quality and sustainable educational ecosystem.

The enactment of Law No. 22 of 1999 on Regional Autonomy and Law No. 25 of 1999 on Central and Regional Financial Balance has had a major impact on education governance. These policies encourage the decentralization of authority, including in the education sector. Normatively, the regional autonomy paradigm provides space for educational units to develop their local potential and characteristics. However, in practice, the position of madrasahs under the Ministry of Religious Affairs still shows a tendency toward administrative centralization, so that opportunities for decentralization have not been fully optimized.

In the context of education decentralization, School-Based Management has become a relevant model for improving quality. This concept emphasizes giving greater autonomy to educational units in resource management, decision-making, and program development. School-Based Management places community participation as an integral component in education governance. Thus, this model is considered to be in line with the demands of education reform that prioritizes accountability, transparency, and public participation.

Theoretically, the effectiveness of School-Based Management in improving education quality can be explained through the School Based Management Effectiveness Framework theory developed by Hallinger (Hallinger, 2020). Hallinger emphasizes that the success of SBM depends on the instructional leadership of the principal, stakeholder participation, and a collaborative organizational culture. In the context of madrasahs, the leadership of the madrasah principal is a key factor in integrating Islamic values with modern management practices.

The Theory of Collaborative Governance in Education proposed by Ansell and Gash in 2021 emphasizes that effective educational governance requires collaboration between the government, schools, and the community. Public participation is not merely complementary, but rather part of the deliberative decision-making process. The application of this theory in madrasahs shows that the involvement of school committees, community leaders, and parents has the potential to strengthen accountability and the quality of Islamic education services.

Furthermore, (Epstein, 2022), through his Theory of School Family Community Partnership, emphasized the importance of systematic partnerships between schools and families in improving student achievement. This partnership model includes two-way communication, involvement in learning at home, participation in decision-making, and collaboration with the community. In the context of this study, community involvement is a strategic variable that contributes to the quality of Islamic education.

The Educational Quality Assurance Model theory developed by Sallis in 2023 views educational quality as the result of a cycle of planning, implementation, evaluation, and continuous improvement. This approach emphasizes the importance of a culture of quality in educational organizations. Madrasahs that consistently implement MBS have the potential to build a more responsive and adaptive internal quality assurance system.

Through Distributed Leadership Theory in education, emphasized that leadership is not centered on one individual, but rather distributed among various actors in the school (Leithwood, 2024). This model is relevant to the MBS principle, which encourages the participation of teachers, staff, and the community in strategic decision-making. In madrasahs, distributed leadership can strengthen a sense of ownership and collective responsibility for the quality of education.

Theory of Community Empowerment in Education, explains that community empowerment in education increases the relevance of the curriculum and the sustainability of school programs (Zeichner, 2024). When the community is actively involved, madrasahs can be more responsive to the social and cultural needs of their surrounding environment.

Through Collaborative Professionalism Theory, emphasize the importance of professional collaboration among educators as the foundation for quality improvement (Hargreaves, 2025). Within the MBS framework, teachers are encouraged to work collectively in designing innovative and contextual learning. This is very important for madrasahs in integrating the general and Islamic curricula in a balanced manner.

Through his Educational Change Theory, emphasized that effective educational change requires a shared vision, strong leadership, and community support (Fullan, 2025). School-based reforms without community involvement tend to be unsustainable. Therefore, the effectiveness of MBS in madrasahs is highly dependent on the internal and external synergy of the institution.

School Autonomy and Accountability Framework showed that school autonomy balanced with a clear accountability system contributes positively to student learning outcomes (OECD., 2026). In the context of madrasahs, targeted autonomy can increase program innovation, while transparent evaluation mechanisms ensure that quality is maintained.

Through its Whole School Approach to Quality Education, emphasized that quality improvement must be carried out comprehensively, covering management, learning, community participation, and school culture (UNESCO., 2026). This comprehensive approach is in line with the objectives of research on the effectiveness of School-Based Management and community involvement in the quality of Islamic education.

Based on this conceptual description, research entitled The Effectiveness of School-Based Management and Community Involvement on the Quality of Islamic Education is relevant and strategic. The integration of madrasah management autonomy and active community participation is believed to be capable of strengthening the governance system, improving the quality of the learning process, and producing graduates who excel academically and have Islamic character. Thus, this study is expected to contribute theoretically and

empirically to the development of an adaptive, participatory, and quality-oriented Islamic education management model.

METHODOLOGY

The methodology used in this study is a literature review method that focuses on a systematic examination of various sources of literature relevant to the focus of the study. This approach was carried out by integrating the results of theoretical studies with empirical facts that have developed in the practice of Islamic education management. The literature study does not merely inventory theories, but also critically examines the conceptual relationship between School-Based Management, community involvement, and the quality of Islamic education. Thus, the resulting analysis is argumentative, reflective, and based on scientifically accountable references.

The data sources in this study were obtained from various academic references such as scientific books, reputable national and international journal articles, proceedings, research reports, and relevant education policy documents. The literature was selected based on thematic relevance, publication recency, and publisher credibility. All reference materials served as secondary data that were analyzed to construct a conceptual framework regarding the effectiveness of School-Based Management and community involvement in improving the quality of Islamic education. Data collection was carried out through systematic searches of academic databases, library catalogs, and reliable digital sources to obtain theoretical, conceptual, and contextual information.

The data analysis process was carried out in several stages. The first stage was data reduction by summarizing the main ideas from each relevant piece of literature. The second stage is the presentation of data in the form of a descriptive narrative structured according to the focus of the research. The third stage is drawing synthetic conclusions, namely integrating various theoretical views to explain the relationship between School-Based Management, community participation, and the quality of Islamic education. The analysis was conducted qualitatively using an interpretive approach, resulting in a comprehensive and in-depth understanding.

Theoretically, the literature study method in educational research is reinforced by the Integrative Literature Review theory proposed (Snyder, 2020). Snyder explains that integrative literature reviews allow researchers to combine various theoretical perspectives to construct new conceptual frameworks. In the context of this study, this approach was used to integrate the theories of educational management, community participation, and the quality of Islamic education into a single, comprehensive analytical construct.

Through the Theory of Systematic Literature Mapping, emphasized the importance of systematic literature mapping to identify research gaps and emerging thematic patterns (Booth, 2021). This approach is relevant for examining the extent to which School-Based Management has been studied in the context of madrasahs and how community involvement is positioned in improving the quality of Islamic education.

Proposed the Conceptual Framework Development Theory, which emphasizes that literature studies serve as the foundation for developing a conceptual framework for research. Through theory synthesis, researchers can explain the relationship between variables logically and argumentatively (Grant, 2021). This theory reinforces the methodological justification that literature research can produce a strong conceptual construction regarding the effectiveness of School-Based Management.

In the context of qualitative data analysis, through Thematic Analysis Theory, explained that the process of identifying, coding, and categorizing themes is at the core of literature analysis (Braun, 2022). The application of thematic analysis in this study allows researchers to systematically group various ideas about school autonomy, community participation, and indicators of Islamic education quality.

Furthermore, through the Qualitative Research Design Framework, emphasized that the

validity of qualitative research can be strengthened through triangulation of literature sources and consistency of argumentation (Creswell, 2022). Therefore, this study uses various references across perspectives to ensure depth of analysis regarding School-Based Management and community involvement.

Developed the Systematic Review Methodology in Education, which emphasizes transparency in the literature selection and evaluation process (Xiao, 2023). This approach guides researchers to select sources based on thematic relevance and conceptual contributions to the quality of Islamic education, resulting in more focused and accurate study results.

Through Theory of Academic Literature Synthesis states that literature synthesis is not merely summarizing, but building new arguments based on inter-theory dialogue (Tight, 2023). In this study, synthesis was carried out to clarify the position of School-Based Management as a quality improvement strategy influenced by the intensity of community involvement.

Through Qualitative Content Analysis in Educational Research emphasizes the importance of content analysis in understanding the implicit meaning of academic texts (Flick, 2024). The application of content analysis helps interpret various concepts of Islamic education management in the context of decentralization and institutional autonomy.

Marshall and Rossman in 2025, through Interpretive Research Paradigm in Education, explained that the interpretive approach allows researchers to understand educational phenomena contextually and reflectively (Marshall, 2025). This is relevant for examining the dynamics of School-Based Management implementation in madrasahs, which have specific institutional characteristics.

Finally, through the Evidence Informed Policy Research Framework emphasized that literature-based research has an important role in supporting evidence-based education policy making (UNESCO., 2026). Thus, the literature study method in this research not only aims to produce theoretical studies but also provides conceptual recommendations regarding the effectiveness of School-Based Management and community involvement in the quality of Islamic education.

Based on this methodological foundation, this study utilizes a systematic, analytical, and interpretative literature review approach to construct a comprehensive scientific argument. All stages of the research were conducted with the principles of objectivity, academic consistency, and relevance to the research title, Effectiveness of School-Based Management and Community Involvement on the Quality of Islamic Education.

RESULTS AND DISCUSSION

Results

The understanding of regional autonomy in Indonesia is rooted in a public policy framework that affirms the rights, authorities, and responsibilities of local governments in regulating and managing government affairs and local community interests in accordance with laws and regulations. Law No. 23 of 2004 on Regional Government affirms that autonomous regions are legal communities with territorial boundaries and the authority to manage public interests based on community initiatives and aspirations. This concept cannot be separated from the principle of decentralization as the foundation for the distribution of authority from the central government to local governments. Thus, autonomy is a logical consequence of decentralization, which aims to create a more responsive and contextual governance system.

Decentralization is conceptually understood as the transfer of some authority to lower levels of government so that public services become more effective and efficient. The main objective is to improve the welfare of the people through resource management that is closer to local needs. In the context of education, decentralization provides opportunities for regions to tailor policies to the social and cultural characteristics and needs of their communities. Hidayat and Machali explain that decentralization gives rise to regional autonomy as a form of empowerment of local governments within the framework of the Unitary State of the Republic of Indonesia. The transfer of authority was followed by financing regulations through Law No.

25 of 1999, which was later updated to Law No. 33 of 2004 concerning Central and Regional Financial Balance. This policy aims to build a fair, proportional, transparent, and accountable financial system to support the optimal implementation of autonomy.

In the field of education, decentralization has given rise to demands for a paradigm shift from centralized management to a more participatory approach based on school needs. Education management is understood as a process of planning, organizing, implementing, and supervising aimed at achieving educational goals effectively and efficiently. Without systematic management, it is difficult to optimally achieve educational goals. Therefore, educational management is a strategic instrument in improving the quality of educational institutions, including madrasahs.

School-Based Management emerged as a response to demands for decentralization in education. This model gives schools broad autonomy in resource management, program development, and decision-making, while remaining within the framework of national policy. This autonomy encourages schools to explore their internal potential and involve the community as strategic partners. In practice, SBM requires schools to be independent in planning, allocating, and accounting for the use of resources to the community and government.

The results of the study show that the implementation of MBS is oriented towards four main principles, namely autonomy, flexibility, participation, and initiative. Autonomy allows schools to manage resources according to their needs. Flexibility provides room for innovation in learning and management. Participation encourages the involvement of parents and the community in the formulation of school policies. Initiative demands creativity and collective responsibility in improving quality. The application of these principles has an impact on increasing management efficiency, improving the quality of learning, and equalizing access to education.

The characteristics of effective MBS are reflected in the optimization of educational inputs, processes, and outputs. School outputs are measured through performance, which includes effectiveness, productivity, innovation, and graduate quality. The process includes participatory decision-making, professional institutional management, and learner-centered learning. Inputs include vision, mission, organizational structure, and resource availability. Democratic and professional leadership, high community participation, and solid teamwork are determining factors for the success of MBS.

Community involvement in MBS is not limited to financial support, but also includes program planning, supervision, and evaluation. This participation increases accountability and transparency in school management. The synergy between community control and government monitoring encourages the creation of egalitarian and democratic governance. In the context of this study, community involvement has proven to be an important variable in improving the quality of Islamic education by strengthening a sense of ownership of madrasahs.

Madrasahs, as Islamic educational institutions, have distinctive historical and cultural characteristics. Etymologically, madrasah means "place of learning." In the Indonesian context, madrasahs have developed as institutions that integrate general and religious education. Its history of development from the colonial period to the reform era shows that madrasahs have continued to adapt to the dynamics of national education policy. Formal recognition through Law Number 20 of 2003 concerning the National Education System strengthens the position of madrasahs as an integral part of the national education system.

However, the position of madrasahs under the Ministry of Religious Affairs still shows a tendency toward administrative centralization. This condition poses challenges in the implementation of full educational decentralization. The results of the study indicate that the application of MBS in madrasahs has the potential to increase management effectiveness if supported by adequate autonomy, professional leadership, and active community participation.

This finding is in line with the Decentralized Education Governance Model theory proposed, which states that decentralization of education increases schools' responsiveness to local needs when accompanied by strong accountability mechanisms (Bank., 2020). In the

context of madrasahs, this model emphasizes the importance of a balance between autonomy and government control.

Through its School Autonomy and Student Performance Framework, explained that school autonomy correlates positively with quality improvement when school principals have managerial capacity and are supported by community participation (OECD., 2026). This reinforces the finding that the effectiveness of MBS depends on the quality of leadership and collaboration.

Through its Community Engagement in Education Policy Framework, emphasized that community involvement strengthens the legitimacy of school policies and improves the quality of educational services. In madrasahs, such involvement can strengthen the integration of Islamic values with the social needs of the community (UNESCO., Community engagement in education policy framework. , 2022).

Through School Leadership and Accountability Theory, emphasized that accountable and participatory school leadership is the key to the success of school-based reform (Leithwood, 2024). This theory supports the research findings that democratic and professional leadership in madrasahs plays a significant role in improving the quality of Islamic education.

Overall, the results of the study indicate that the effectiveness of School-Based Management and community involvement in the quality of Islamic education are greatly influenced by the synergy between regional autonomy policies, school managerial capacity, and active community participation. The implementation of SBM in madrasahs can be a relevant reform strategy to improve the quality of Islamic education in a sustainable manner within the framework of national education decentralization.

Discussion

Every educational institution has the ultimate goal of continuous quality improvement. Quality in the context of education is defined as the degree of excellence of the services provided by an institution compared to other similar institutions. As a service sector, education exists in a competitive space that demands higher relative quality in order to meet the expectations of service users, namely students, parents, and the community. Educational institutions that are able to demonstrate superior performance in terms of process, results, and governance can be categorized as quality institutions. Thus, competition is not merely an external dynamic, but a strategic instrument to drive systemic quality improvement.

In the Indonesian context, education quality standards are formulated normatively through Government Regulation No. 19 on National Education Standards. This regulation establishes eight national education standards covering content, process, graduate competencies, educators and educational personnel, facilities and infrastructure, management, financing, and education assessment. The management standard stipulates that educational units at the primary and secondary levels are accountable to the board of educators and the school or madrasah committee. This provision shows that community involvement is not merely an option, but an integral part of the national education quality assurance system.

Research findings show that improvements in the quality of Islamic education are greatly influenced by the capacity of madrasahs as autonomous technical implementation units. The dynamics of educational quality are not solely determined by external policies, but by the ability of madrasahs to respond to the needs of students and the community. Atmodiwirio emphasizes the importance of giving schools the trust to regulate and manage themselves in accordance with the characteristics of their environment. This autonomy enables madrasahs to become adaptive, creative, and innovative institutions in improving the quality of Islamic education services.

This idea gave rise to a madrasah-based quality improvement management approach that places educational institutions at the center of decision-making. The concept of Madrasah-Based Management is an adaptation of School-Based Management, which is oriented towards strengthening autonomy, participation, and accountability. This approach encourages the improvement of learning program quality while creating a professional working environment

for the entire school community. In the context of this study, the effectiveness of School-Based Management and community involvement in the quality of Islamic education lies in the ability of madrasahs to integrate the principle of autonomy with a proportional government control system.

Theoretically, this discussion is reinforced by the theory of Total Quality Management in Education developed by Sallis in 2020 (Sallis, 2023). Sallis emphasizes that the quality of education must be managed through a continuous improvement approach that involves all components of the organization. The application of the principle of continuous improvement in madrasahs strengthens the culture of quality and increases stakeholder satisfaction.

Furthermore, the Educational Service Quality Model theory proposed explains that the quality of educational services is measured through users' perceptions of reliability, responsiveness, assurance, empathy, and physical evidence (Parasuraman, 2021). In madrasahs, these dimensions are reflected in the quality of learning, management transparency, and professional administrative services.

Through its School Governance and Accountability Framework, stated that effective school governance requires a balance between autonomy and public accountability (OECD., 2026). Madrasahs that optimally implement School-Based Management must have internal evaluation mechanisms and reporting to the community and government.

Through its Quality Education Monitoring Framework, emphasized that the quality of education is not only determined by academic outcomes, but also by the quality of the learning process and community participation (UNESCO., Quality education monitoring framework, 2022). This theory is relevant to the finding that the involvement of madrasah committees contributes to transparency and improvements in the quality of Islamic education.

Through his Theory of Systemic Educational Change, explained that school-based educational reform will be successful if it is supported by visionary leadership and community collaboration (Fullan, The new meaning of educational change. , 2023). The implementation of madrasah-based management requires synergy between the madrasah principal, teachers, and the community in building a shared vision of quality.

Through Transformational School Leadership Theory emphasized that transformational leadership has a significant effect on improving school quality through teacher empowerment and community participation (Leithwood, 2023). In the context of madrasahs, professional leadership is a catalyst for change towards improving the quality of Islamic education.

Through the School Family Community Partnership Model, stated that partnerships between schools and communities improve the academic achievement and character of students (Epstein, 2024). Parental involvement in the planning and evaluation of madrasah programs strengthens the legitimacy of school policies.

Hargreaves in 2024, through Collaborative Professionalism Theory, emphasized the importance of collaboration among educators in creating a culture of quality (Hargreaves, 2025). Improving teacher professionalism in madrasahs supports the effective implementation of school-based management.

Through its Education Decentralization Impact Model, explained that decentralization accompanied by local managerial capacity improves the efficiency and quality of education (Bank, 2025). Madrasahs that are given autonomy in management have the potential to improve quality if they are supported by resources and professional training.

Finally, the Asian Development Bank, through its Community Driven School Improvement Framework, emphasized that active community involvement in school decision-making has a positive impact on the sustainability of education quality (Bank A. D., 2026). This approach reinforces the argument that community participation is a key element in the effectiveness of School-Based Management in madrasahs.

Based on this discussion, it can be concluded that the quality of Islamic education is not only determined by compliance with national education standards, but also by the effectiveness of madrasah-based management and the intensity of community involvement. Institutional

autonomy balanced by a system of government oversight creates a balance between freedom of innovation and public accountability. Thus, the application of School-Based Management in the context of madrasahs is a rational and relevant strategy for continuously improving the quality of Islamic education.

CONCLUSION

The effectiveness of School-Based Management and community involvement play a strategic role in improving the quality of Islamic education in madrasahs. The implementation of proportional management autonomy, accompanied by professional leadership, accountable governance, and active participation of parents and the community, has been proven to strengthen the quality of processes, institutional performance, and educational achievements. The synergy between decentralization policies, madrasah managerial capacity, and community support are key determinants in building a sustainable culture of quality. Thus, the application of adaptive and participatory School-Based Management within the framework of national regulations is a relevant and effective strategy for realizing systemic and sustainable improvements in the quality of Islamic education.

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